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NATIONAL PARENT-TEACHER

The Only Official Magazine of the National  
Congress of Parents and Teachers

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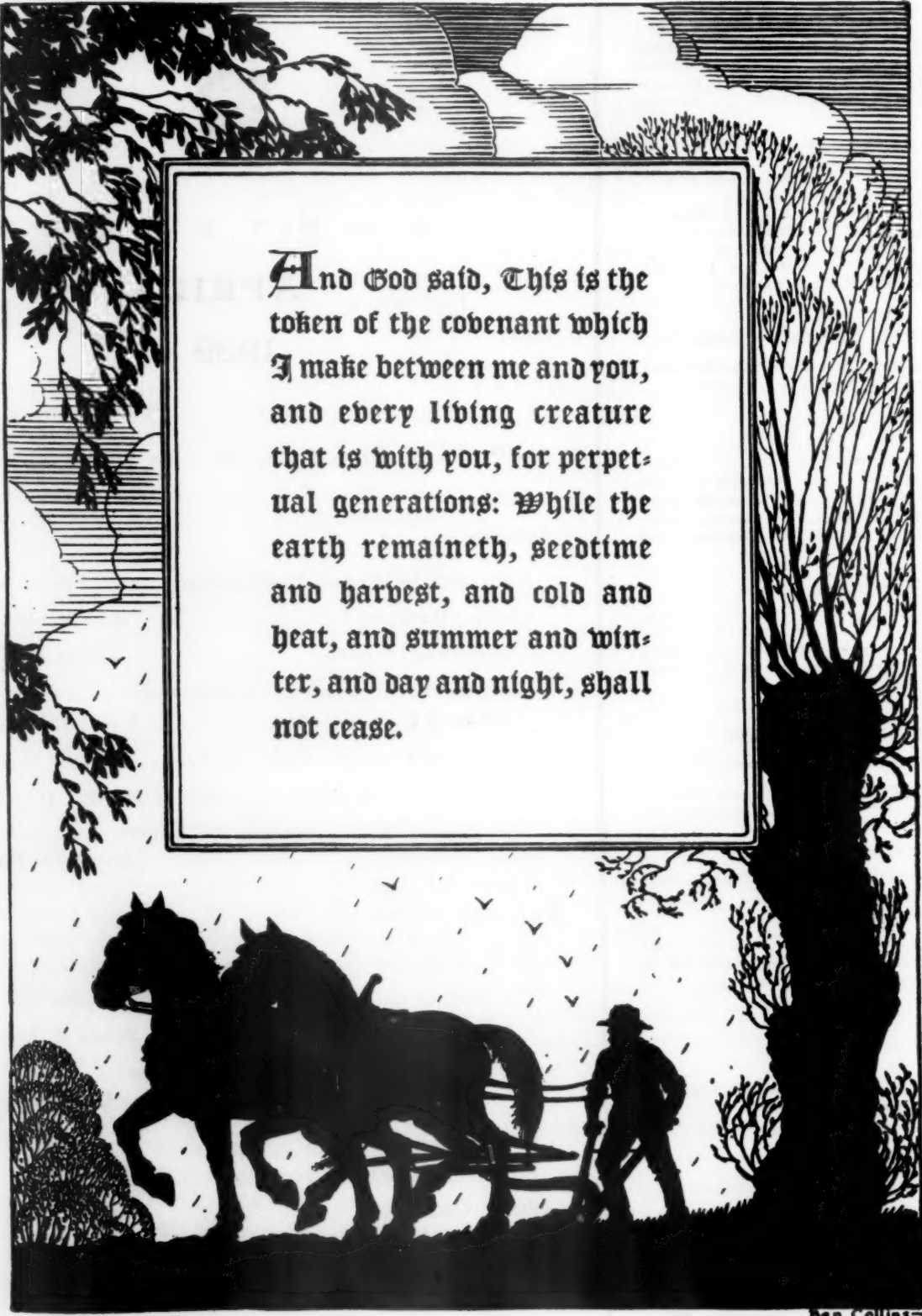
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And God said, This is the token of the covenant which I make between me and you, and every living creature that is with you, for perpetual generations: While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night, shall not cease.

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# The President's Message



## The Surviving Promise

**S**PRING COMES to this wide land of ours in many ways. There is a new luxuriance in southern foliage and flower, while in the forests of the north new leaf and bud are forcing their hard way to the sunlight from their wintry cold imprisonment. The mountain ranges are suddenly and magnificently clothed with the green of their mighty trees; in the low meadows and the groves color and beauty flame in myriad small blossoms.

In this renewal of the life of nature, humanity has found through all the ages a symbol of the continuity of the God-given life of man. We see ourselves as part of the resurgent life of all creation. And we find new courage, new hope, new zest for living. We look humbly upon ourselves and our accomplishments and proudly upon our possibilities and our spiritual heritage. Ours is a day and a generation when the old religious concepts are changed. We are disquieted because our established freedom to seek and find and enunciate spiritual truths is sometimes questioned. We are disturbed because the spiritual forces which mold men's lives sometimes find small place and little recognition. We have failed to direct our society into the noble ways of service and love for our brother men. We have not learned how to set men free from the old life of ignorance and servitude and suffering, and to bring them into the new life of freedom and service and spiritual worth.

**Y**ET AT THIS season of the year we are remembering once more the promise which is exemplified by returning life and growth in the world of nature. We see once more the eternally surviving promise of the life of the human spirit. There is deep significance for us all in the coming of the spring of the year and of the Easter season. And whatever our creed or belief this we must cherish and pass on to our children and to posterity—our abiding faith in the enduring life of the spirit of man.

*Frances S. Pettengill*

President,  
National Congress of Parents and Teachers

## *Concerning This Issue*

ONE of the most characteristic features of our modern age is its economic efficiency. The term economics, which goes back to the Greeks, is derived from the word meaning house or home. And years ago the home was the place where all the physical needs were met. Bread, meat, wool—all were produced in the home and consumed in the home. Today, due to advances in technical knowledge and economic organization, many economic changes have taken place. The day of the self-sufficing home and community which took care of food and shelter is gone. With these changes has come the striving for economic efficiency, an efficiency which will enable the individual to master those conditions which make for success and happiness.

This issue is concerned with those problems which are involved in attaining economic efficiency. It introduces the subject with a discussion of education for economic efficiency. It follows with discussions of the satisfactions to be gained from useful work, satisfactions which even the young child can learn to enjoy; the guiding of expenditures; the socio-economic characteristics of both urban and rural life; the requirements and opportunities of various occupations and professions; and the ability of the individual to meet both success and failure.

THE PARENT-TEACHER ASSOCIATION has for its objective the education, welfare, and happiness of children and youth. This objective may be attained only as a fair degree of economic security is provided for all—child, youth, adult. Only then can the individual be free to enjoy the fruits of our culture. It is inevitable that as parents and teachers we shall be concerned with this problem. No other problem so deeply involves our youth; no other problem so deeply concerns our society. For the parent-teacher association the answer lies in the understanding and acceptance of the task facing education today—the establishing and maintaining of economic efficiency.



# Education for Economic Efficiency

By EDWIN A. LEE

ANY discussion of economic efficiency as a fundamental objective of education must face at the outset the fact that in the thinking of a certain school of educators such an objective is suspect. The very words "economic" and "efficiency" arouse ire. They imply ideas that to these men and women are almost base and ignoble. They connote utilitarianism and materialism—wages for work, careers for monetary advantage, evaluation of educational programs in terms of dollars and cents earned by those allegedly trained. Such ideas, say the proponents of this way of thinking, are foreign to true education and their influence cannot but be harmful to the real purposes for which schools should exist. Their attitude is summed up in an observation made recently by a man who, after listening to a discussion by the writer on "Trends in Vocational Guidance," said, "What you are advocating constitutes the most serious threat to the development of a truly functioning education that can be imagined."

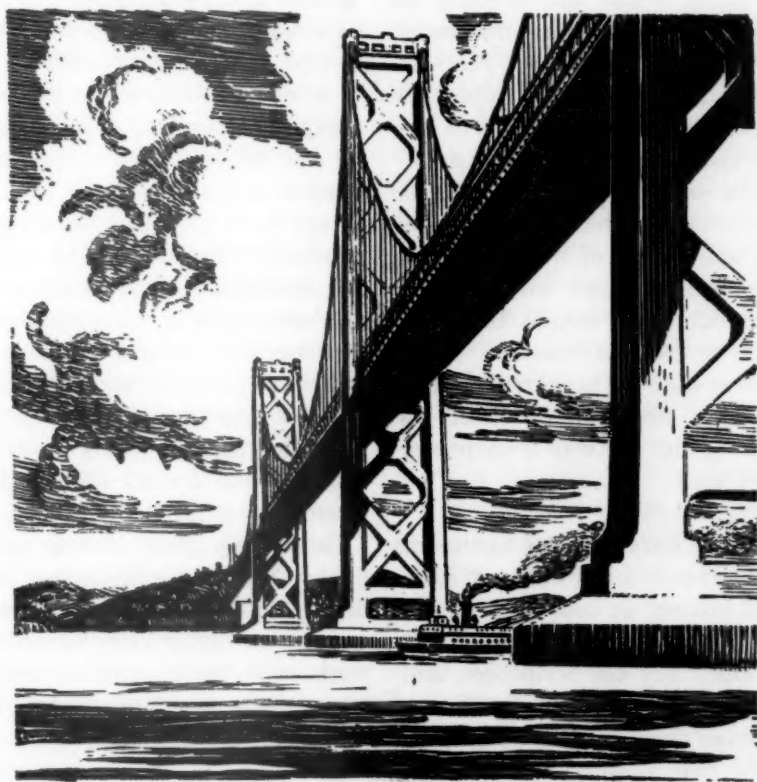
There are educators of standing who, in public address and in written statements in both popular and professional magazines, have said that the curse of education in recent decades has been the emergence of this aim of economic efficiency. Such statements would be of greater significance if they were based on more than the belief of the writers that the aim really dominates modern education. Actually, there has never been a time until comparatively recently when it could truly be said that anything approaching adequate attention has been given to the problem of making youth economically efficient. It is only twenty-

two years since the Smith-Hughes Law for vocational education was passed by the United States Congress and approved by President Wilson, a law which applies only to vocational education of lower than college grade. It was not many years earlier that the vocational guidance movement was born, and the present decade was more than half past before even a beginning had been made by public schools in attacking the

problem of placement, excepting only a few notable instances of pioneering in this field. On the college level, except for only a bare dozen institutions, any realistic approach to the matter is still in the realm of the future. The present situation is most accurately described as experimental. Educators are feeling their way sometimes against heavy odds and often with artificial enthusiasm. No, it cannot truthfully be stated that the aim of economic efficiency is detrimental to education, for, like Christian-

ity, it has not yet been sufficiently tried. Most of the readers of this article who are parents of children even as young as junior highschool age will search their own educational experience in vain for any attention to the major problems involved in selecting, preparing for, and entering upon the occupations they are now following.

This much has been said to the audience of the *National Parent-Teacher* because parents find themselves in a dilemma concerning what they should desire for their children from public education. It is a dilemma centering largely around a philosophy of life. On the one hand, fathers and mothers want for their children the richest and fullest experience that schools can give,



in order that thereon youth may in turn build as adults what Jesus termed the abundant life. The philosophy which controlled their education was based on the proposition that the *summum bonum* was not in realms material, but in realms spiritual, that education's objectives were remote rather than immediate, that growth came through hard discipline rather than through joy in doing, that the ancients and medievalists had the real secret.

On the other hand, parents of today are facing as they have never faced before the brutal reality of unemployment of sons and daughters, to say nothing of their own unemployment. It is a rare home in which there are boys and girls of or approaching employable age in which the problem is not insistent and poignant. Young parents are seriously questioning their right to bring children into a world in which the matter of earning a living is so hideously complicated. Everywhere parents are commencing to ponder the implications of a school program that turns youth out of school at eighteen and twenty years of age ill equipped to do anything for which employers are willing to pay a decent wage. They want to believe that education for economic efficiency is a defensible aim of the public schools, and at the same time they cannot escape the feeling that in so believing they do violence to the philosophy of life they were taught and came to accept in their youth. And thereby arises the dilemma. Jesus taught the inefable satisfactions inherent in the abundant life. What parents sometimes forget is that he taught, too, that the laborer is worthy of his hire, that he chose his disciples from workingmen, that he was a carpenter before he was a leader of men.

**A**CTUALLY, THERE IS NO DILEMMA. Man's abundant life grows out of the satisfaction of a few not very complicated needs. First, of course, in order to live, to exist, the physical needs for food must be met. "Man does not live by bread alone," say the Scriptures, and no one denies the truth of the saying. But just as true is it that without bread man does not live at all. In the modern world, for the vast majority of men that bread must be purchased either directly through work or indirectly by that which work permits to be earned. To the fundamental need for food must be added those needs so closely akin that we are wont to group them in the threefold category of food, clothing and shelter. None of these comes to a man any more as of right; all must be earned by doing something so well that men will pay for the doing either in goods or in money. That economic efficiency is an inescapable requirement here is unquestioned.

A second human need which must be satisfied grows out of the fact that man is a gregarious rather than a solitary type of animal. Thus, family and friends constitute sources of happiness and well-being, lack of family and friends implies loneliness and despair.

Ruthless as it may be, it is nevertheless almost universally true that economic inefficiency and happy home and community life do not go together. When poverty, the invariable result of economic inefficiency, stalks in the front door, family life disintegrates and only friends in misery remain to sup at the bare table. Now, do not read into this something which is not being written. I am not saying that much money is necessary for the finest things of life. I remember a man who year in and year out served as the conductor on the street car which went up and down the hill of the city in which I then lived. His wage was not large. I never rode in his car—and I deliberately sought opportunities to ride with him—but that he told me of his family, his children, and his grandchildren. He had friends by the hundreds. Somehow out of a meagre income he had contrived to build a good life.

**T**HERE IS ANOTHER ASPECT to this matter which should be emphasized. For a full life a man must be persuaded that he is needed in the scheme of things. It is no accident that some of our most interesting groups of men and women are called service clubs, for the desire to serve, to feel that we are needed, touches one of the basic needs of all human beings, except those who prey upon their fellows. To be economically efficient is to be needed and the proof is in the measure of success achieved in a man's calling, be that calling simple or profound in its requirements. My conductor friend had dignified his vocation until it was for him a career. He was needed alike by children and by the greatest scholars in the university of his city, and he knew it and took pride in it. The same is true for all true craftsmen, be they street-cleaners or great statesmen.

Out of this grows another need—the need to accomplish. That the satisfaction of this need is for most men intimately interwoven with the work they do seems incontrovertible, for either it is implicit in that work, as in teaching, or the remuneration for the work permits the accomplishment desired. He who feels that he is accomplishing little or nothing is on the road to personal defeat. He who is economically efficient possesses the prime requisite to accomplishment.

**T**HERE ARE MANY OTHER NEEDS which might be cited, but one other will be sufficient. Every individual needs beauty. As this is being written I am reveling in the memory of a performance of "Otello" at the Metropolitan Opera House. Even this very day I have seen a glorious print which I cherish for a certain space in my living-room. Tonight I shall listen to Toscanini as he leads his superb orchestra through Brahms's Fourth Symphony. None of these joys could I experience if my work had not made possible their possession through that which I earn. Public schools and life itself have taught me how incomplete would be my existence if I were denied the beauties inherent in



music and literature and drama and art in all its various forms. The money we earn opens wide the gates of the world. To compel a man to gaze longingly through these gates, knowing that the delectable beauties on the other side are denied him because of economic inefficiency, is to pour water on the ground before the eyes of one dying of thirst.

Is it not clear that in reality no dilemma exists? For the abundant life there must be ability to produce and serve, as well as desire and love for things that are lovely for themselves alone. Culture and poverty are no kin. A civilization does not blossom from a social soil that is not constantly enriched through the work of men's minds and hands. Parents have a right to insist that the schools in which their children are taught shall prepare them for all of life, not just a part of it. The gratifying fact is that increasingly parents are so doing. What are they asking for, and what is it reasonable for them to expect?

THE VOLUME around which this series of articles is centered presents the objectives of economic efficiency under two main divisions: one emphasizing those aspects having to do with the producer, the other, those concerned with the consumer. Let us consider mainly the objectives regarding producer-education.

*The educated producer knows the satisfaction of good workmanship.* He not only knows the satisfaction, he also has a real appreciation of good workmanship. It is a curious thing that we have allowed education to develop false standards concerning work. Almost every highschool youth has looked forward to "white-collar" jobs. Trade schools have been institutions to which potential delinquents and underprivileged children have been sent. Yet a child's first interests are almost entirely in terms of work. A child knows his father first as his "daddy" and second, as a baker or a dentist or a policeman. His first contacts with adults are in terms of the work they do. The milkman brings milk for him. The postman brings the mail. The doctor keeps him well. The dentist cleans his teeth. All to him are equally dignified, all are essential to his welfare—until education commences to build up false standards of value. No objective is of greater importance than this—that we recreate in youth a respect for the work of all men and an appreciation of the craftsmanship that is the possession of all who do the work of the world, be it the sanitary engineer who maintains the health of a great city or the garbage collector, who likewise maintains the health of the same city.

*The educated producer understands the require-*

THIS is the fourth of the series of articles based on THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY, published by the Educational Policies Commission. This month's article, "Education for Economic Efficiency," covers the economic sphere. It is concerned with the individual's relation to his occupation or profession. The importance of education in providing the indispensable material basis for comfort, safety, and even life itself, is clear to every parent and teacher.

ments and opportunities for various jobs. There was a time when it was possible for a parent to do a fair job of vocational counseling for his children. Benjamin Franklin tells how his father "sometimes took me to walk with him, and see joiners, bricklayers, braziers, etc., at their work, that he might observe my inclination and endeavor to fix it on some trade or other."

Anything approaching such a helpful practice is impossible today. Occupations have so multiplied, the kinds of work are so varied, that parents must perforce depend upon schools to help them solve the problem. So it is that in the best schools of today there will be found classes for the study of the requirements and opportunities of various occupations, taught by skillful and intelligent teachers. Such a program is essential if young men and women are not to fall blindly into the first occupation they encounter. Only one choice compares in importance with occupational choice, the choice of a life mate. Both are fraught with unimaginable consequences to the life of the youth who makes them.

*The educated producer has selected his occupation.* Here is an important aspect of the matter. To select is a verb implying some positive characteristics on the part of the one making the selection. The educated producer does not drift into or casually choose to do this or that as a life work. Nor is the work selected for him by counselor or parent. So many parents are unwilling to accept this as basic. They are fearful that their child will make what they think is a mistake. They cannot keep their hands off. It cannot be overemphasized that after all has been done that ingenuity and wisdom can provide, it is still the responsibility and the privilege of the youth to make his own decision. Therefore do we have vocational guidance as a part of our best secondary schools. Therefore do we have individuals on the school staff known as counselors. Therefore do we have industrial arts teachers laying great stress on the exploratory phases of their program. Therefore do we have the U. S. Office of Education inaugurating a new Division of Occupational Information and Guidance to serve as a clearing-house for schools everywhere. Is there such a program in the highschool your child attends?

*The educated producer succeeds in his chosen vocation.* The first step has been taken when a youth has chosen his vocation. There must follow certainly a program of vocational education designed to equip him with at least the minimum skills and knowledges required for entrance upon employment. For some occupations, notably the professions, this means years of

post-highschool training. For others, forward-looking communities have created various types of vocational schools: separate trade schools, vocational departments in cosmopolitan highschools, county vocational schools, and commercial schools. In all such schools all sorts of occupational programs are set up, from those requiring only short unit courses to those teaching skilled trades which it takes years to learn. Are such schools or classes available to your children? If not, how are they to become occupationally efficient?

*The educated producer maintains and improves his efficiency.* A thoroughly sound program is based on recognition of the fact that most workers, particularly youth just beginning, must study and improve their skill if they are to continue to be efficient. So we have as a result one of the most interesting developments in modern education—the adult vocational program. There is probably no more realistic or effective education than that achieved in a good adult vocational school. There men are learning that education need never stop, that a dog can learn new tricks—that he *must* learn new tricks, that there is a zest to grown-up learning hardly ever matched by earlier accomplishment. Some of the most significant training for economic efficiency now being carried on is to be found in evening schools where men and women seek to improve themselves. Visit such schools, if any are in or near your community, and see for yourself.

*The educated producer appreciates the social value of his work.* "A democracy will not separate its work and its culture. It will not regard one who works as inferior nor set false distinctions between occupations. One of the important tasks of education is to extend the worker's insight into the social utility and significance of his work, the scientific background of what he is doing, his relation to other workers, and what his work means to other people." It is at this point that we have yet a long distance to travel. Here and there

in certain schools beginnings are being made. Certainly, in no aspect of education for economic efficiency is it more imperative that we move ahead than here.

A paragraph must suffice for brief consideration of the consumer education phase of education for economic efficiency. It is clear that the corollary of earning is spending. He who is economically efficient, in the words of our text, "plans the economics of his own life; develops standards for guiding his expenditures; is an informed and skillful buyer; and takes appropriate measures to safeguard his interests." This is the new note in American education. That it will assume ever increasing proportions in our school programs, particularly on adult levels, seems incontrovertible. At present we progress slowly, due to the lack of leadership and trained teachers. Parents, particularly mothers, occupy a strategic position in the matter, for they are spenders for the family as a whole. They can, in study groups and through advisory committees to school administrators, push back the boundaries of this most fascinating and important aspect of education for economic efficiency.

THE REAL DILEMMA in this matter of economic efficiency is the one faced by youth—your daughters and my sons. They are coming of age at a time that postpones their entrance upon vocational life until early adulthood, that is filled with competition for the occupational opportunities that exist, and—most subtly tragic of all—says to them, "If you cannot work the government will give you 'relief.'" Parents and teachers together must set their minds to the resolving of the dilemma lest our children in desperation listen to the siren voice of him who says, "I will give you, all of you, security if you will but give me the power to do so." The dictators of our time rode into power on the shoulders of youth who knew not where to turn for security. It can happen here!





# Chores, Work, or Fun?

By BESS NAYLOR ROSA

**T**HE Ellis family was entertaining Edward Ellis, a visiting cousin, during the spring vacation. Mr. and Mrs. Ellis and Edward were talking over old times when suddenly Edward's attention was halted. He listened for a while, then said, "Excuse me for a moment; I want to see what is going on in the kitchen." He tiptoed to the door and stood watching the three children at the much-maligned task of dishwashing. There was Jane at the washing process, while the smaller boy was seated on the cabinet with his feet in a chair, stacking shiny, polished dishes all about him. The other boy was putting dishes away and putting the kitchen in order. One heard a medley of lively conversation, snatches of song, obvious experiments with a two-toned voice, a rhythmic shuffle of feet. Edward came back and commented, "I never saw a sight like that before. It's positively fascinating. They seem to enjoy it. How did they get that way?"

Mr. Ellis, somewhat embarrassed, teased his wife by saying, "They have to. Lazy mother, don't you see? Here she sits with her hands folded." But he beamed his approval upon her. Mrs. Ellis explained modestly, "This is one of the good days. It is not always so. Even now I am wondering when I may hear one of our good dishes crash or when a sharp argument may flare up."

"Well," concluded Edward, "it certainly is good while it lasts. I consider it a rare treat to see children work together even part of the time as if they enjoyed it. I have a notion it will have much to do with their later attitude toward work, toward each other, and toward home life too. More power to your 'lazy' Margaret!"

**L**ET US TALK NOW with some other mothers about their children's chance to develop a desirable attitude toward responsibility in the home. Mrs. Anderson says, "Getting the work done in our home does not require the help of the children. I have two well-trained servants. I take the responsibility of managing them, and I get along better with them if the children leave things alone. If I plan tasks for the children to do, it all seems artificial; they do not take them seriously; it is too easy for them to turn over part or all of their tasks to a servant. If they do want to 'fool around' in the kitchen they are not welcomed, nor left alone to finish what they start. So my children are growing up with no work required of them. I do wonder what it will mean to their development."

Mrs. Bates described this situation: "We have a well-equipped home in which I take much pride. I enjoy doing my work and find it easier to do it than to require or allow my one child to undertake doing things that might not be well done. She might break or damage the equipment, or hurt herself. Anyway, responsibility will come to her soon enough. I prefer to let her play now, do her school work, have her friends, and be happy."

Mrs. Carter says, "I live in a small house, have few conveniences, and must take care of three small children. I work all day and by night I find myself worn out and often whiney. I feel that I must require each child to do everything that he can for himself, but when I am hurried and tired my way of directing them is not always pleasant. So they have grown to be whiney and quarrelsome about doing the things I tell them to do. Then either I do the work myself or I have to scold or punish them. I have heard of children who worked willingly. I wonder if they are only in story books!"

**T**HE PLAN REPORTED by Mrs. Dutton is well worth attention. "My husband and I both work outside the home; the four children are all in school. Our combined income is all needed for living necessities and future school plans; so we have all agreed to a plan for managing all of our work as a family. We have made a family work chart about which each member has been consulted. Arguments have been settled by lottery. Then after a month we shift tasks so that an unwanted task does not stay with one person forever. Every member knows what he has to do and knows we depend upon him to see that it is done. Don't ask me how perfectly our plan works. On paper, it is splendid, but in real practice, —. Sometimes there is bickering and argument, sometimes a member fails us. One may be sick, one may have a guest or want to go visiting. So there is a good bit of adjusting to be managed and sometimes I find a willing member taking more than his share of work to avoid letting it fall upon me. But I suppose we are all learning something from the experience. It is easy to be aware of the difficult times, overlooking the many pleasant times when the family work together very well."

Mrs. East represents the rebel at housekeeping. She says, "I suppose I should never have been a homemaker. I really prefer my millinery shop. I even dislike the details of managing my home, and I really

dislike housework. I get one maid after another. The children do not get along well with them, and when I come home I always have to hear complaints from both sides and to see a house that I do not take pride in. What are my children learning about home responsibility? Sometimes I wonder. I wish I never had to think about housework and child training. Oh, I love the children well enough. I like to read and play with them. I enjoy their hobbies. But as for work in the home—we must be the world's worst!"

**W**HAT ARE THE CHILDREN in these various homes learning about work? In the home where there is plenty of paid help they are missing many interesting experiences. Most children like to play in soap and water, mix up foods and cook them, and operate household gadgets. They enjoy the satisfaction that comes from doing things for themselves and for other people, such as making the windows shiny, putting a room in order, fixing the balky egg-beater. If we really do not have work for which we must depend upon the children, and things are easier if they are kept out of the way, we may find that we must plan for them to have tasks to do anyway. When they are very small, it adds to their sense of self-regard if they are taught to manage their own clothes and wraps. It helps them to grow in independence, and accordingly to get a much happier start in

school. It is just as important that we teach the maid to keep hands off while Junior manages to put on his sweater, as it is that we teach her to keep the baby on schedule, though she is much less likely to do it. It is most difficult to keep her from hanging up his wraps and putting away his toys, though we know he is better off if he is taught to do things for himself. It is hard to teach him to clean the mud off his shoes before he comes through the kitchen if she promptly cleans up after him. And we are in for still more trouble if she gets to fussing and he learns to talk back at her, still leaving mud for her to clean up.

Of course, in most homes the work is done by members of the family. If in these homes the child does not learn to do his share, it is very likely that mother is so busy doing the work for him that there is little time left for the fun and fellowship they should have together. Moreover, the parents who undertake to do everything for their child are depriving him of the experience out of which he can build self-reliance, as well as of the fun of imitating them, working with them, and working for them.

The child enjoys the feeling of being a fellow-worker: I am doing things just like my wonderful parents—I am making biscuits with my mother—I am hoeing the garden with my daddy—I am making these cookies for our supper—My parents are depending on me to do my share.

I have this story told by one mother. One hot day she was very busy sewing. Her little son of six came up and watched her admiringly. She was sewing for him! My, how he loved her! After a little he said, "Mother, do you like orange juice?" She answered rather absently, "Yes, dear, of course I do." He disappeared. After some time he came back bearing his love offering—a large glass of rather grey-looking orange juice. She smiled, took one critical look at it, then one at his beaming face, and decided to risk the off color. Yes, thank you, she would drink it. She did, but being a good housewife she could not refrain from saying to him, "Next time,





Jack, you had best wash your hands before you begin; this was a little grey." He took the glass and returned to the kitchen. By and by he came back with another glass, this time full of sparkling clear juice, and he was triumphant. She found later that he had used half of their week's supply of oranges in his effort to show her how much he wished to please her! And was the kitchen a mess! What would you have done to Jack?

**W**E LOVE TO DO THINGS for our children, to keep the home running smoothly and to see that they have regular, well-prepared meals. I think sometimes it takes an emergency to give them a chance to rise to the occasion. A mother tells this story: "It was not until I fell and sprained my ankle that I found out how much the children could enjoy taking responsibility. And how excited they were in getting along on their own! The oldest one, an eight-year-old girl, had never learned to light the oven. It took three or four trips back to my room to engender in her enough faith and courage to undertake this fearful task. Making toast, and soup, putting my room in order, getting themselves ready for school and bringing the smallest one back from nursery school; making telephone calls—what a day it was! I did more teaching, they did more learning, we got better acquainted and loved each other more in that one day than we had in a month of our smooth-running household routine."

The child begins early to reflect our own attitude toward work. If he has never heard us say, "Oh, those nasty old dishes, how I dread them," but instead sees dishwashing as something that just gets done—steaming soapsuds, clean rinse water, cheery clatter of dishes, mother singing as she works—he thinks, "This is fine; let's go. Let me have my own pan of water and soap. And maybe I can have an egg whip; it does do wonders to soapsuds. Oh, boy, am I having fun! Mother and I are both having fun!" Which is work and which is play? He sees no difference.

**O**H YES, YOU MAY SAY, that is fine so long as he sees no difference. But there are things that have to be done that he does not want to do. Must we let him turn away from these and leave them for someone else to do? How can we get him to do things that offer no interest in themselves? If we nag, scold, punish, that may make the task even more unpleasant. If we ignore, then he may get by without doing it. If we praise, persuade, reward him, he may get the idea "What's there in it for me? What will you do for me if I do this for you?" How often can we lead him to take responsibility simply by seeing that no one else does the thing for him? He says, "Button my shoe." You respond by showing him how to do it for himself. Now watch his satisfaction when he has done it all by himself. One mother tells the story of the small boy

who would not let her button his shoe. He struggled and grunted and chewed his tongue while he worked on those three buttons. Finally they were done. She saw him size up his accomplishment. Very—very—good! She kept still and watched. Suddenly he took hold of the top of the shoe and ripped it open again. He would do it all over. Such a lot of fun!

**W**HEN A CHILD IS ALLOWED the dignity of taking his share of responsibility he takes more pride in it. Here are tasks to do. One way is to say, "Now, Sally, you bring in the wood. Betty, you feed the dog. Annie, carry out the garbage; and no back talk or here's the switch!" But if they have been helping us run a home they know all these things have to be done. Why not give them a chance to help plan who is to do them? Of course, there may be argument, but if we can teach them to be reasonable and fair by sharing tasks we are doing more than getting the work done—we are building attitudes. It is worth the extra trouble.

A child may come to accept a task because it has become part of a generally pleasant routine—"This happens now before we do the next thing." For example, "We just don't eat until we wash our hands and hang up the towel." After all, that is not so bad—we do get to eat after we have done our work. So he may form the habit.

There comes a time when he comes to value the results of a task that may have no appeal in itself. His desk was in disorder until he cleaned it up; now it is much more pleasant to use. Perhaps it is worth letting him have a chance to discover this. Sometimes it may come through association, through helping us or sharing our pleasure in some such task as raking the yard, or cleaning the attic.

**C**HILDREN WHO HAVE NOT had their ideas killed by overdirection develop various play or work interests that will contribute to their work habits. Naturally a child sticks to something he is interested in. We call that concentration, whether it be making a mudhole in the back yard, or working his arithmetic problems. Often we may need to make it possible for him to find time and materials and possibly some help in carrying on his interests, even if they are not jobs that we or the teacher have assigned.

Oh yes, there will be times when we will find tasks neglected and children quarreling over what they are to do. Times when we will be accused of partiality ("Why don't you make Betty do something sometimes?"). Times when there seems no way out but literally to see them through a disagreeable task. Times when we are whining, don't feel well, and neglect our work. May we admit that being responsible is a mark of maturity and that children must have time and practice to grow responsible, since we ourselves are not yet so *perfectly* mature!

## As Told by Our National Chairmen

**T**HE TENDENCY TO INCREASED AGE shows itself in many ways at the present time. The rise in the standard of living which young couples must achieve before marriage, "thirty dollars every Thursday" and other political plays for the vote of the older part of the population, the content of plays, stories, and movies are only a few examples of the effects of such change in age ratio on widely different fields.

Preparation for a long life and a happy old age requires far more training than preparation for a short period of parenthood, say twenty years or thereabouts, and a relatively early death. Long-time planning has always meant training. As an aid in this training parent education takes its place among the widely diversified fields which adult education offers.

ADA HART ARLITT, *Parent Education*

**B**ECAUSE HE IS NOT LIKE OTHER CHILDREN, a handicapped child often is cut off from normal social contacts with his playmates. He may not be able to participate in their games and may even find himself teased, mocked, and made the butt of many jokes. Thus he becomes a person apart in the community of children; he resents this position but can do very little about it. It is of prime importance that all children, both normal and exceptional, be taught to see a handicap not as the occasion of comment or jest, but as something to be treated casually, with emphasis upon the success the child is making in spite of his handicap rather than upon his failure because of it. The educational problem, as I see it, is that of providing the handicapped child with activities and interests that will keep him occupied, and at the same time prepare him for a more active part in life. A crippled child with nothing to do, or a deaf or blind child who deteriorates mentally and emotionally because of a lack of occupation and training, is pathetic. Many handicapped children have some capacity for learning; some even possess marked abilities that should be developed so that the children can take their place in a normal world. In any case, work is more wholesome than idleness, and play is preferable to dreaming. Most handicapped children, if only given the opportunity, can take part in worthwhile activities.

JOHN E. ANDERSON, *Exceptional Child*

**T**HE PRINCIPLES OF MENTAL HYGIENE have been known to wise men of all ages and all lands. Witness the little prayer inscribed by the monks above the refectory entrance of Chester Cathedral, which was built in the eleventh century:

*"Give me a good digestion, Lord,  
And also something to digest;  
Give me a healthy body, Lord,  
With sense to keep it at its best.  
Give me a healthy mind, good Lord,  
To keep the good and pure in sight,  
Which, seeing sin, is not appalled,  
But finds a way to set it right.  
Give me a mind that is not bored,  
That doesn't whimper, whine, or sigh.  
Don't let me worry me overmuch  
About the fussy thing called "I."  
Give me a sense of humor, Lord,  
Give me the grace to see a joke,  
To get some happiness from life  
And pass it on to other folk."*

EVELYN EASTMAN, *Mental Hygiene*



# The Forward Stretch

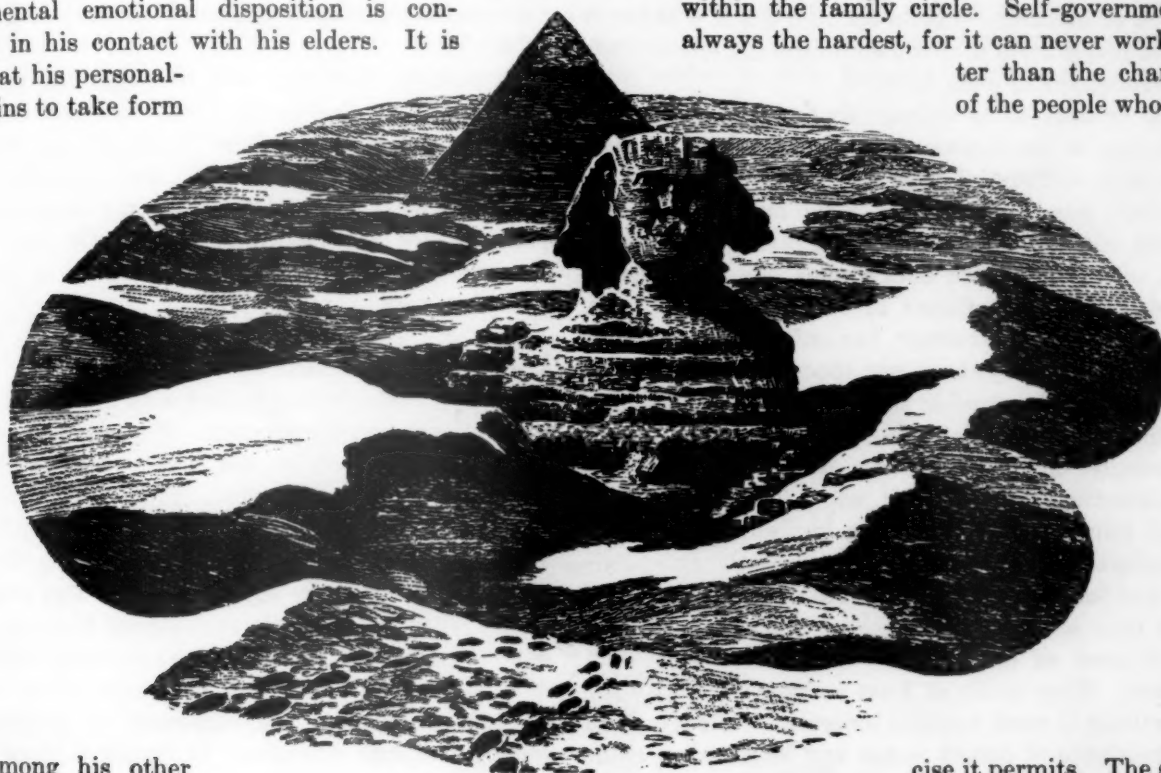
Democratic Government and the Family

By ERNEST R. GROVES

**A**LWAYS we find government, whatever its form or spirit, and family life closely related, one influencing the other. It is easy to see how much the family contributes to government when it is remembered that the child is first introduced to authority within the home. During his earliest years he is fashioned into citizenship, so far as his fundamental emotional disposition is concerned, in his contact with his elders. It is then that his personality begins to take form

**This is the eighth article in the Parent-Teacher Study Course: "The Family in a Democracy."**

people, and this means that it is dependent upon the character of the citizenship that at least gets its start within the family circle. Self-government is always the hardest, for it can never work better than the character of the people who exer-



and among his other beginnings is a character growth that reflects the discipline of his family as it builds in him an attitude toward law and order. This is only one example of the many influences coming out of the home that prepare or fail to prepare the child for good citizenship.

The situation is just as clear when we try to trace how the government affects the family. In countless ways the home responds to conditions outside itself, and the source of some of the most powerful of these is the government. On account of this flowing back and forth of influences, the welfare of family life and any existing government are bound up together.

Because the American government is democratic in form and practices it especially needs the support of the home. It attempts to register the will of the

cise it permits. The slightest study of American history shows how much our government has been a product of influences that center about the home. There have been, of course, all sorts of families in the United States expressing every sort of domestic trait. However, three trends stand out prominently and deserve to be called characteristics of the average home life in this country.

One has been emphasis upon self-initiative. The typical home has had what is best described in the homely term "gumption." Each family has expected to take care of itself. It has had an unusual degree of independence and has taken pride in its ability to manage itself.

Another unmistakable tendency in the United States has been the desire of parents to advance their chil-

dren. This expectation that the child will grow up to something finer than the parent himself has been able to achieve is a striking and powerful motive in representative American family life. Hardly anything has had so much to do with the development of our civilization as this hope of parents that their children will go higher than themselves.

**A**NOTHER SIGNIFICANT TRAIT of American family life has been our parent-child cooperation. In comparison with many nations our home life has been less rigid and formal. We have even been accused again and again of spoiling our children by being too indulgent. The fact is that the best of our homes has succeeded in lifting the parent-child relationship to a mutual comradeship, a domestic partnership in which the personality of the child as well as that of the parent has had the privilege of expression. This may not be the easiest method of training the child for life, but it is the only kind of preparation that leads him toward self-reliance and willingness to push forward.

It is evident to everybody that all three of these tendencies in the American home have been at least made more difficult, if they have not been weakened. Especially has this been true in the cities and the industrial communities where there has been a great influx of adults whose background has not been in accord with the traditions of our native social life. The urban family, however, has only met the greater burden, since everywhere our modern way of living has been making trouble for the self-sufficiency, the ambition, and the fellowship that have in times past so strongly characterized our domestic experience. Our favorite expression for what has happened is "social complexity." We mean our way of living is too elaborate to permit us now to enjoy the independence that former Americans coveted above everything else in their social life.

Once most of our homes were economically self-sufficient. They could at least carry on if only they were willing to work and had judgment. The situation in a multitude of homes is not any longer such as to permit this self-sufficiency which once was possible. Even the farmer finds his living affected by conditions over which he has no control and which frequently originate thousands of miles away. There is also less security for the child. Even education does not necessarily open the door to a good job, much less to distinction. The parent, however much he sacrifices, cannot be sure that the child will be more fortunate than himself.

**T**HERE IS ALSO much less opportunity in most homes for the parent-child fellowship than was once true. In times past much of this came from the working together of parent and child. Often this meant toil, toil frequently too hard for the child. Nevertheless, American testimony is clear as to the value such ex-

periences had, not only in cementing the family but in fashioning the character of the boy and girl. In contrast, a great part, ever growing greater, of the growing child's life is in the hands of the public school. Public education is friendly in its attitude toward the family; but, nevertheless, struggling with its task of mass education, its goals are such that it is apt to be more formal than was the training for life that came forth from family cooperation when the home in America had a larger part than now in the educating of the child.

No democracy can exist that does not have as its support vigorous individual families. On the other hand, any despotic government will find such a type of home life a constant menace to its power. If our democracy is to keep its vitality, those who direct governmental policy must constantly keep in mind that in the long run the most important test of administration and legislation is the result it has on the homes of the land.

In passing laws it is easy to forget the welfare of the family, since often the home does not seem to be directly affected and there is rarely an aggressive lobby to protect its interests. For example, legislation such as the Pure Drug Act may have great importance for the health of the family and yet be thought of chiefly from the viewpoint of its effect upon business.

**O**UR PRESENT AMERICAN family has very definite needs that can only be supplied with the cooperation of Federal and state government. We need more time for family life. Otherwise the family will be strangled by out-of-the-home concerns. There is desperate need of reviving in our modern world habits of life which encourage domestic fellowship. Shortening the working day only provides opportunity; it does not necessarily bring the domestic renaissance that more than anything else will stabilize us as a people and enrich us emotionally. There must be greater effort made by all who manipulate the influences of governmental origin, including education, to conserve those of our social habits and interests which strengthen family life. This, of course, is not something that can come by governmental edict, but it is true that the state as well as the church and the school must make greater effort to prepare people for marriage and parenthood and for family fellowship than has been true thus far, or the average home will not be strong enough to maintain its integrity in the midst of the complications of our present modern civilization.

The greatest assistance the school can render the home is to encourage individual growth that each child may have a feeling of self-fulfillment and not be so swallowed up in mass education as to lack the incentives for democratic government and vigorous domesticity. The home must be socially nurtured, legally protected, educationally prepared for, and safeguarded

by community standards that are never present without efficiency and the spirit of service in government.

Modern science has given us the opportunity of doing much to advance family welfare. We have the medical resources for as successful an attack upon the venereal diseases as has been made against typhoid fever and is being made against diphtheria. An alarming proportion of our homes do not have adequate dentistry or preventive medicine. There is nothing like the number of libraries that we require, both for the lifting of the level of general intelligence and the providing of books for reading as entertainment and relaxation. The consumer especially must have, if our homes are to be adequately safeguarded, much more consideration and protection from local, state, and Federal law-makers and administrators. There is a great opportunity for various sorts of cooperative enterprises that will help lift the standards of living, but these need encouragement by legislation and a leadership that in part at least only our various governments can provide. At present a great many

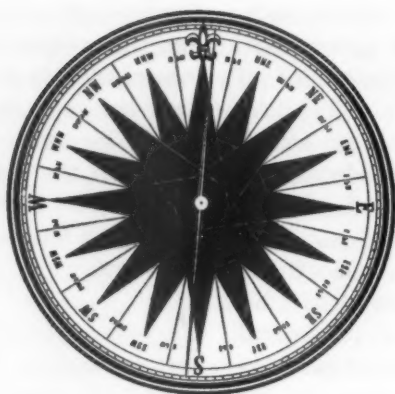
families suffer from inadequate, even disgraceful housing. Here especially there is desperate need of governmental subsidy to provide decent shelter for those who must live on a small economic income. Heroic effort should be made to lessen our maternal death rate. Above all, the individual family ought to be in a position to know that it is secure from any form of abject poverty so long as it proves itself a wholesome social organization.

**P**ROGRESS IN GETTING RID of the many conditions that hurt or hamper family life cannot come in America exclusively from the Government. The obligation to go forward falls upon each of us. The Government, however, has its important part. This means in a democratic state like ours that our chosen representatives must act for us and accomplish what can only be done by united effort. We also need democratic undertakings in every community, local organizations for the conservation of the family, as is being realized by our wisest leaders in child and family welfare.





# THE PROMISE



# of TOMORROW

By WALTER E. MYER

**A**T some time in life every parent is called upon to give guidance to his son or daughter. Teachers likewise must be able to help not one or two boys and girls but scores of them. The parent or the teacher realizes what a serious business it is to give advice which will assist the boy or girl to make a choice of work leading to national stability, family security, and individual happiness. He takes on a heavy responsibility when he sits down and talks about the road to happiness and to vocational success.

Occupational pictures change in passing years with a rapidity which oftentimes leads to bewilderment. Perplexing as this may seem to the child, his hope for the future must be strengthened. As the ways of American life are unfolded to him he recognizes certain factors of strength inherent in this America of his. We as a nation have the natural resources out of which a rich and abiding civilization can be sustained and developed. We have the benefit of a scientific development hitherto unknown. We believe in progress. We have the heritage of a democratic purpose. We believe that America is and will ever be a land of opportunity for all.

The promise of tomorrow is not a promise of such hasty material progress as we have witnessed during the last century and a half, but it is a promise of established security, and relief from the worry and strain which accompanied the abnormal, speculative, turbulent age through which previous generations of Americans have passed. The promise of tomorrow is a promise of constructive achievement at an unhurried pace, of a society characterized by mature culture; a promise of expanding personal opportunities, of stability for the nation, and security for individuals and families.

The choice of an occupation is a very serious matter to any youth. Upon this choice much will depend throughout his life. The nature of the work in a number of occupations should be studied. The requirements, the rewards, and the disadvantages of each should be analyzed. The individual should ask himself such questions as: Can I do the work for which this job calls? Will this work call forth my best powers? Will I like the work? Will I be able to secure the necessary training? What are the opportunities for securing a job? What are the opportunities for advancement? What salary or wage will I secure each year? What about the hours and conditions of work? Will this job give me an opportunity to contribute to the public good as well as to serve my own interests? What geographical limitations does the job set?

To the boy or girl interested in choosing a vocation and to the parent and the teacher anxious that the best guidance be given comes the common question of what fields of work offer the best opportunities not only for placement but more particularly for job satisfaction, reasonable security, and economic efficiency. Are there any vocations for which a boy or girl can prepare and when the training period is completed have a reasonable degree of certainty that a position will be available? If so, what are they? The following paragraphs attempt to give some indications of such possibilities.

## Farming

Specialized forms of farming offer attractive possibilities. Dairy farming is one of these, although during the depression years the price of milk declined so badly as to threaten many dairy farmers with bankruptcy.

Truck farming, or the raising of fruits and vegetables, is a profitable business near cities, where a market can be found for the produce. Fruit growing is profitable in certain sections of the country.

There appear to be attractive prospects for well-trained men to serve as county agents, or agricultural advisers. The Federal Government has thousands of men in the field, and states employ county agents to conduct experiments and advise farmers. There is also a field for farm managers. The trend in the West, especially in the plains country, is toward the combination of farms into large units, either privately owned or run by cooperatives. Experts in farm management are required for such positions.



### Forestry

If the American people should decide to enter wholeheartedly into the work of reforestation and conservation, an army of men would be needed to supervise the effort. Such a task may some time be undertaken. However, the field has become definitely overcrowded within the last few years, largely as a result of interest stimulated by CCC camps.

### Architecture

The number of employed architects declined sharply during the depression, for when construction work practically ceased there was little for architects to do and many of them sought employment in other occupations. Such evidence as is available indicates that the ranks in this profession are not being filled rapidly. Even if business conditions throughout the country should become better and building should revive, the number of architects would not increase immediately, for it takes four years to complete a course in architecture. A building boom, therefore, might result in a condition under which there would for a time be a shortage of architects.

### Music

There is a growing demand for music teachers capable of training bands and orchestras, as well as giving other forms of musical instruction in schools. If one becomes well trained in this field, he has a better than average chance to find employment.

### Photography

It is generally agreed that the field of photography is expanding. The success enjoyed by picture news magazines during recent years has given considerable impetus to the photographic trade. There is no reason to think that the public interest in pictures as a medium of news presentation will decline.

### Commercial Art

Opportunities are rapidly expanding in the field of commercial art. Department stores engage whole staffs of artists to make attractive advertising displays of their goods. Newspapers employ artists for both their advertising and their editorial departments. Magazines need talented people with a flair for vivid illustration of articles and stories. The same is true of book publishers. Exact figures for this profession are not available, but there are good reasons for believing that it is less crowded than many others.

### Building Trades

While unemployment in the building trades reached an alarming stage during the depression, there are today a number of hopeful factors to be considered. The total number of workers has decreased materially since predepression days. Estimates show that forty percent of the skilled workers at the present time are forty-five years old or more. There is a vital need

for a vast building program, along with a scarcity of skilled painters, carpenters, and plumbers. With the growth in air conditioning will come a demand for tin-smiths and sheet metal workers.

### Bookkeeping

Bookkeeping, like most clerical fields, is badly overcrowded, and no material change in the situation is to be expected. True, bookkeeping machines are tending increasingly to reduce employment among people in this field. But considerably more bookkeeping is being required as a result of recent legislation such as social insurance and sales taxes.

### Secretarial Workers

Increasing numbers of young men have been seeking careers in secretarial work. There appear to be better opportunities for properly equipped men in this field than there are for women. The position of private secretary is one that often attracts young men, because it gives them an intimate picture of business methods and operations. All studies come to the conclusion that there are tens of thousands more people preparing each year for this work than there are available jobs.

### Engineering

The number of young men taking up civil engineering each year has not been quite sufficient to replace those who have left the profession.

Electrical engineering offers wide opportunities for competent individuals. Its future will depend to a large extent upon the progress of such developments as air conditioning, electrification of railroads, television, and rural electrification.

Young men who feel that they can become good mechanical engineers should not hesitate to take up mechanical engineering. With the expansion of air conditioning, aviation, the Diesel engine industry, and the use of electrical appliances, opportunities will be created.

Chemical engineering is one of the most promising branches of the profession. The rapid growth in the chemical industry has created a sharp demand for chemical engineers.

Opportunities for mining and metallurgical engineers are even better than for chemical engineers. Graduates of colleges in this field have been placed before graduation. From every standpoint, this field appears to offer rare opportunities.

### Medicine

There is one doctor to every 815 persons in the United States, a higher proportion than in any other country. In the sense of mere numbers, therefore, the medical profession is very crowded—much more so, for example, than the field of dentistry. Regardless of their ability, women have a difficult time progressing in the medical profession. There are opportunities for

them, however, in specializing in the treatment of diseases affecting women and children or in the field of public health medicine.

Roentgenology, orthopedics, treatment of tuberculosis—in fact, nearly all specialized fields offer exceptional opportunities for intelligent and well-qualified doctors.

### **Dentistry**

The field of dentistry appears to offer better prospects than many others. While there is keen competition in this vocation, dentistry is one of the less crowded professions. For every dentist there are about 2,000 potential customers, whereas for every doctor there are only 815. What is more, there has been a decline in the number of students finishing dental schools in the last eight years.

Opportunities for women are not very encouraging. Today there are approximately 1,000 women dentists, and it is well that the majority of people are prejudiced against women dentists, as against women doctors. There is said to be a growing field for women dentists who specialize in the treatment of children's teeth and mouth diseases.

### **Nursing**

As a whole, the nursing field is extremely crowded; but there are certain branches of the profession which offer possibilities. Those nurses who, in addition to their general training, have specialized in a particular branch of the field—such as X-ray work, blood analysis, anesthetic service, to mention a few—have a better chance of being employed. There is room for nurses trained for mental and contagious diseases.

### **Pharmacy**

Pharmacy seems to be one of the more encouraging of the professions. There is every indication that the field is less crowded today. Not so many young people are training for pharmacy. Therefore this field appears to offer promising conditions for the future. The field also offers some opportunity for women.

### **Dietetics**

While no comprehensive studies have been made of the employment situation in dietetics, there is every indication that the field is not very crowded and that it offers exceptionally good opportunities for well-trained women. Reports from nearly all sections of the country show that employment opportunities for graduates in this profession are very promising.

### **Laboratory Technician**

A comparatively new field in which there are now approximately 12,000 women and which is attracting a fair-sized number each year is that of the laboratory technician. If the extension of public health services goes forward as rapidly in the years ahead as it has during recent times, there should be an increasing demand for women trained in this work.

The technician who takes a year's course in X-ray work increases her earning capacity.

### **Optometry**

There seem to be fairly good prospects for well-qualified persons to carve careers for themselves in the field of optometry. Studies have indicated that an insufficient number of people are being graduated from optometry schools to replace the number who retire each year. Only about 300 are being graduated annually, while at the same time it is estimated that about 900 leave the profession.

### **Journalism**

Placement bureaus of good schools of journalism usually have little trouble in placing their graduates. But even though one has a chance to get a position rather quickly in this field, the real difficulty lies in keeping it. The turnover is great. Employers are constantly taking on new people to see if at last they have not found the "right person."

Women have better opportunities in journalism than they do in medicine, dentistry, law, or certain other professions, and yet they do not have equal opportunity with men.

### **Teaching**

Teaching has long been a very crowded profession, and there appears to be no prospect of a change for the better in the near future. There is, however, a demand for teachers of vocational subjects, such as aeronautics, mechanics, sheet metal work, shop work, manual training, and other trades. In addition, there are opportunities for teachers of home economics and for those who are trained in the field of vocational guidance. There is also a growing demand for teachers of adult education. Men teachers experience less difficulty in being placed than women.

### **Library Work**

The future employment opportunities for well-trained librarians appear to be rather promising. It is generally agreed that there is a great shortage of library facilities in the country at large. If the country enjoys anything like normal business conditions in the years ahead, we may expect to witness a gradual but nevertheless considerable expansion of library facilities. In that event, this field will continue to offer promising employment opportunities for young people.

### **Lawyer**

There is no doubt that the field of law is one of the more crowded professions. Despite the fact that there are more than enough lawyers to handle the legal business of the country, admissions to the bar in all the states are double the number retired annually from the profession. Thus thousands of additional lawyers enter the field every year.

### Social Service

Nearly all studies that have been made of social work indicate that it is a promising vocation for young people. Although the field has doubled in size during the last seven years and there are 5,500 persons preparing each year to enter it, it still appears to hold forth promising prospects for the future.

### Hostess

The vocation of hostess has come prominently to the attention of girls seeking careers during recent years, and it has a distinct appeal. Unfortunately, the field is so limited that young women cannot safely look to it for careers. The thousands of girls whose interest has been attracted probably do not realize that at the present time only 335 hostesses are employed on the three main air lines which utilize such services. There has, of course, been an increase in the number of hostesses during recent years. Lately, several of the western railroads have been inaugurating the hostess service.

So crowded is the field and so limited are the possibilities that there is little hope for a young woman who wishes to become an airplane or train hostess. Work of a somewhat similar nature may be had, however, in restaurants and hotels. Many young women find employment welcoming and seating guests.

### Diesel Engines

The Diesel engine industry has grown rapidly during the last few years. The sudden development of this industry has led to a quite common belief that there are attractive opportunities for men trained to work with Diesel engines. It is doubtful, however, whether the more general introduction of the Diesel engine, if it should occur, will add to the total number of new mechanics who will be needed. The auto mechanic of today can, with a few weeks of training, learn how to repair a small type of Diesel engine.

### Printing

This is a field which has been relatively free from the effects of depression. The future possibilities in

the field appear favorable. In the spring of 1937 half the skilled workers in the printing trades were forty years old or more, and 10,000 of them were retiring each year. Only about one-fourth enough apprentices are entering the industry in a year to make up for the retirements. Of course a good many workers enter the industry through trade schools rather than through apprenticeship, but even so the evidence points to the probability that the printing trades are not becoming overcrowded. Proofreaders, for example, are hard to find, and any expert proofreader is certain of employment most of the time.

### Electrical Work

The future for electricians looks very hopeful. At present about a fifth of all electricians are forty-five years old or more, and will soon have to be replaced. Moreover, the number of apprentices during the depression years was cut down so much by the unions in their anxiety to prevent overcrowding that only about a thousand journeymen electricians were being added to the trade each year through apprenticeship. At the same time, about 15,000 electricians were dropping out each year on account of age or disability.

### Radio Servicemen

The field of radio servicing is not so crowded as it was a few years ago, but nevertheless it is estimated that there are still well over twice as many servicemen as are actually needed in the nation as a whole.

It is generally agreed that most servicemen are poorly trained, and therefore one who really learns the work well is at a decided advantage. Hence it would seem that there would be opportunities for well-trained people.

### Airplane Piloting

Without a doubt, the impetus given to this field by the large U. S. Government order for planes, and their plans to train young men as airplane mechanics as well as pilots, will open new possibilities. This is a field to watch closely.

### A Final Word

ONE FINAL WORD: Despite the economic instability which attends an era of change and transition, the child may reasonably look with confidence to the future. Even if he is ordinary in talent, he may stand out from the crowd through superiority in industry, character, purpose, and perseverance. This is not a counsel of heedless optimism; it is a statement of sober fact.

He will do his work in a world peopled largely by mediocres. That is unfortunate for the world. It is unfortunate for him, for the lot of everyone would be better if all were able and conscientious. But the mediocrity of the crowd does give him an opportunity—an opportunity to rise above the general level. Only beware that he does not permit the prevalence of mediocrity to set his own standards of performance.

Individually he may practise a way of life that will mean unending education. He may occupy a useful place in the industrial life. He may grow in poise and understanding and may hopefully pursue efficiency and culture. And collectively he has before him the challenging and by no means impossible task of molding American destiny so that this may remain through all the years a land of promise and of hope.



## Growing Up in the City

By RALPH H. OJEMANN

**M**ANY, many years ago the city was thought an unhealthful place, that is, unhealthful in the physical sense. There was less sunshine and fresh air, more dirt and noise, and more danger of contagion than in the country. But this was long ago, before the development of modern sanitary systems, effective methods of vaccination, purified water supplies, and modern municipal boards of health. All of these devices have had their effect. The conditions have so changed that already at the time of the World War the health of city youth compared favorably with, if not actually surpassed, that of country youth.

With the problem of physical health well on the way to solution it would seem that the urban environment would offer everything for a stimulating healthful life. There are playgrounds, libraries, motion pictures, swimming pools, recreation centers, and many more companions per square mile than in the country. There is a host of conveniences that free the time of parents and children and lighten the struggle with the sheer forces of nature. But apparently development has not gone far enough, for the ugly problems of delinquency, crime, and mental diseases appear in greater proportion than ever before and seem to be on the increase. Life in spite of the many changes has become more difficult—so difficult that some have advocated a return to the simpler ways.

Why cannot parents and children profit from the many advantages that urban life would seem to offer? What is there about the city environment that makes it difficult to live in it and to adjust to it? Man has long waged a struggle to free himself from emergencies created by natural forces and to surround himself with the things that give him more freedom of action. The peak is reached in the city environment. Why is it not, in effect, an environment in which adjustment for both children and parents is easier instead of more difficult? If we knew the answer to this question we could offer some sugges-

tions as to what must be done to integrate living in an urban environment and what any child needs who wants to experience the full richness that life at its best offers.

As we analyze the urban environment we find several significant factors. The first of these is that in the development of the city way of living a number of human needs were not recognized. The city way of living is still in the making. A special effort must be made by all who wish to live in it to see that these needs are met. One of these is the need for adequate play space. When people live close together yards become smaller and houses tend to become more compact. For the growing healthy energetic child there often is not enough play space. Too often he must go out in the street to play ball. Too often he does not have a garden in which to dig or a yard big enough in which to run around until he becomes tired. The need for adequate play space is one of the problems that has not been extensively recognized in the planning of cities. It is therefore one of the needs to which the urban family must pay special attention and which it must often make a special effort to study. The nearest park may be a mile or two away. The nearest playground may at best be overcrowded. The urban family may have to make special plans to take children to the parks, to take them to the less crowded playgrounds, and to make the best possible use of the play space that the home offers. Society has given some attention to the problem of providing more play space. The developments are slow and the needs of the growing children must be met now. The child and parent who would live richly must give special time and attention to this problem.

A second problem in child development arises from the fact that the father carries on his work some distance away from the family. All in all, this is quite in contrast to the farm situation where work is carried

on in the area immediately surrounding the house. On the whole, the city child sees less of his father. They may spend much less time together. Further, the child has much less opportunity to

**T**HE city, the town, the village, the open country—what have these to offer to youth and to each other? To many the city appears to have an overwhelming importance. It is variously spoken of as the center of culture, the seat of industry, the breeding place of crime. Just what are its advantages, its possi-



# Highways AND Byways

**T**HERE is a shuttle playing back and forth among and between citizens and groups of urban and rural areas. Urbanity and rusticity are aids to each other. The city gives more practice in alertness of human contact since persons constitute the outstanding feature of city environment. The country gives more time for the solution of the relative values in the fewer human contacts enjoyed.

The range of difference in natural gifts, as between individuals, is probably as wide in one environment as in the other. Sophistication, which is acquired from the number and variety of individual and group contacts, is, of course, greater in the city. Constancy, which is the ever present lesson taught by the physical world, the outstanding feature of the country environment, is, of course, greater in the country.

Villages and towns lie between the city and the open country and they partake to a varying extent of the environments and therefore of the resulting characteristics of both. These smaller groupings constitute, so to speak, the social and economic dovetailing between city and country. This is well, for by this gradual merging of the one into the other, abrupt lines of cleavage are obliterated, or at least rendered less obvious. This function enables villages and towns to do a valuable service to both city and country. What good roads and automobiles (private and public) have done to this intermediary service is still a conundrum. However, it is plain that the social shuttle which passes back and forth between city and country meets with decreasing friction in villages and towns; thus its rate of speed has been greatly quickened. Some have said that in this process the village and town may become the unhappy media which feel both influences at their worst, especially among the lower income groups.

The United States census separates rural and urban population arbitrarily at the 2500 line. All observers know that, in terms of actual human beings in their

bilities, its problems? These questions are answered in "Growing Up in the City." But does not the city owe much to the envioning countryside? And what is the interaction between the two? A picture of this interaction is found in "City and Country—Give and Take."

social relationships, there are many citizens, surely a rapidly increasing number, who are capable of interchanging locale between villages, towns, and cities without any consciousness of so-

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By ERNEST BURNHAM

cial difference. The census classification is, however, of much more real significance as a basis for group and institutional organization and support. Certainly many schools and churches are better socializing agents because they cross city, town, village, and other community boundaries within the areas they serve.

There are samples of what Emerson called "naturals" in both city and country. This is the type of human who is not baffled by either, nor by anything that lies between. These know that it was not intended that man should be mastered by his environment, be it what it may. These may go native and stay so without fear or favor in any environment. They refuse to be tagged by locality in place or time; by education, so called; by society; by specialization; by the exaltation of success or the degradation of failure. They know that they must keep faith with their own nature.

The values inherent in human nature are the lasting and redemptive endowments of civilization. When leaders in either city or country forget these endowments they invite disaster by spreading devastating doubt and fear from one to the other. It is the mutual keeping of faith in human nature which is most basic, the greatest proof of interdependence throughout society.

Not being able to sense this last fact constitutes and defines the great mediocrity which permits and perpetuates the current confusion of thought about social unity. All thought and action takes place in a total situation. Specialization and pressure groups of aggregated selfishness of one kind and another have almost succeeded in blotting out the age-old fact that the whole is greater than any of its parts. That it is this whole, and it alone, which gives value and relative importance to the parts used to be obvious; and there were poets and philosophers who saw that the whole is sometimes greater than the sum of its parts.

A disintegrating philosophy of life in America was discerned several years ago by the late President

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understand the nature of the father's work. On the farm the child often participates. In the city this is seldom the case. Since the child understands less of his father's work he will understand less of the difficulties the father meets in his work. Father and child are apt to grow up in two separate environments and thus tend to grow apart. Special effort must often be made to bring about an adjustment of this problem. There are many ways by which the city child can learn more of his father's work. There are many things the family can do to deepen the child's insight into the nature, the assets, and the difficulties of the father's work. But unless special attention is given to this problem it will be overlooked. This has happened too often in the past.

**A** THIRD PROBLEM that is characteristic of our present urban environments, one which will not be solved unless special attention and time are given to it, is the matter of balance between individual and social work and play. There are many more companions per square block in the city than in the country. This should be of tremendous advantage in the matter of providing companions for social play, a fundamental in the child's social development. But unless children and parents are careful there may be too much social play. There may be too many companions; there may be too little opportunity for retreat, for relaxation, for individual work, and for individual play. This problem seems to apply to all levels. It begins with the young child who is forced from the disintegrating family into the street, where he is forever surrounded by companions. It continues into the ado-

lescent, youth, and adult levels, where there are so many clubs and so many social obligations that life becomes tense. The availability of companions then becomes a liability instead of an asset.

The problem of balance between social and individual activity will not solve itself. The necessary opportunities for relaxation and for individual meditation do not come of their own accord. It is a problem for parent and child to work out.

Closely related to the foregoing problem is that of finding time for family activities. If father is away from home busy with his work, mother working to the limit meeting her social obligations, and the children well on the same road, it is obvious that there may not be very much time for the family to get together and enjoy the activities inherent in the family group relationship. Many of the advantages of participation in family activities may be lost. If the analyses of family life in the urban environments are correct they indicate that much of this has already taken place. For a generation or more families have found it difficult to get together. Home is a place to eat and sleep and that is all. It is clear that here is a problem which demands special attention on the part of parents and children if urban life is to be built at a high level of satisfaction. The greater freedom of activities which the urban environment makes possible should and can be a help in solving the problem of making family life a vitalizing and enriching factor in the lives of growing children and parents. The conveniences of the city when rightly managed should make it more possible, not less possible, for the family to plan an enriched environment. The problem seems to demand special consideration. Heretofore it has rather been neglected.

**I**F SOMEONE WERE TO SAY that the urban environment may provide less stimulus to creative activities than the rural environment, on first thought we would probably not agree. Nevertheless, when we make an analysis it appears that there may be some truth in the contention. Let us take a very simple case. When the boy on the farm wants to construct a wagon he does not have a hardware store close at hand where he can get wheels and axles, all cut and fitted. There may be many wheels on the farm, but it will be unusual if there are enough of a given kind to meet the needs of the first plans exactly. The boy on the farm is thus presented with a problem which he must work out. There is more of a stimulus to the development of original plans for solving the problem. He must, in other words, rely on his own resources.

In the urban environment the situation is somewhat changed. Stores are close at hand. Their contents are well known. When a child wants something, the first impulse may be





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Lotus D. Coffman of the University of Minnesota. What is the present status of this problem? What is the relation of city and country to this situation? Is it here that we stand at the crossroads of national destiny? Is it not the home, the school, and the church that have stood in this breach? Are business and government now ready to supplement the constructive services of this trinity of social institutions, which has been almost a holy trinity in the development of America's philosophy of life?

**A** REORGANIZATION OF AMERICA's philosophy of life is in process in times of exceptional stress both at home and abroad. Hope of success is gathered from the old sanctions which are finding new forms of expression in the life and spirit of home, school, and church. But the whole situation prompts a search for new endowments of initiative, force, and morale. Business and government have been great constructive agencies in the fabric of our national life. The time has come to raise the unexhausted social resources of these two additional major agencies of human progress more vividly into public consciousness and to fortify the national well-being with five consciously correlated fundamental institutions, in place of the familiar three.

That this is now being done is due to the up-coming of the multitude in both city and country through the mechanizations of aids to health which insure a longer infancy and a later leisure for human growth; through the schools, which seek to serve the whole population throughout a longer school life; through the churches, which are forgetting their differences, remembering their likenesses, and getting together, thus girding themselves for a deep rejuvenation; through a greater social consciousness and contribution to general well-being by both business and government; and through the home, which, although buffeted by the stormy winds of change, is yet steadying itself by its nearest associate institutions and gives promise of retaining its corner stone relation in the whole social structure.

It is not easy to clarify the relative and mutually related services of city and country in the Titan struggles for a renewed and an adequately democratic philosophy of life. It cannot be doubted that there is an imperative necessity to thus re-endow and perpetuate these United States as an anchor for hope and a laboratory for social experimentation and achievement. Patriotism's silent prayer, at times almost audi-

ble, is for a citizenry that can see life true, which is to see it whole.

It hardly seems that in such a time as this either the city or the country should stop to ask who sits at the right hand or who at the left. The real question is where and how soon may every group in the whole population, larger or smaller, get into complete action and render maximum service for democracy. This was surely the purpose of this discussion, as it is the whole spirit and work of this magazine and its fostering organization. The time is at hand when a leadership conscious of this responsibility must be forthcoming, else democracy seems doomed to bog down in the mire of her own mediocrity.

Now is the time for both city and country to make sure that at least their larger resources, both material and cultural, are husbanded and made ready for the largest measure of cooperative use for the common good. The time is far past in which it was said of the peasants in England that they were to produce the food, pay the taxes, and serve in the ranks in the army. The old saying that from time immemorial culture has flowed from the city to the country is becoming passé. The interchange is mutual and mutually necessary. The city and the country are the two halves of the same whole. This has become more obviously true with every quickening of the shuttle of exchange between them, until the inescapable interdependence of city and country is no longer the subject of any intelligent question.

**T**HE CITY MAY and of right does take pride in her great and significant contributions to the general advancement of civilization. The towns and villages, too, bring their gifts gladly for critical inspection, and for the appreciative acceptance which is their right and pride. And the country as well need not come empty-handed. Her original possession of Nature's indescribably magnificent bounties has enabled her





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to go down to the store and get it. Unless the effect of taking away the stimulus for original activity is recognized there may be few such stimuli for the city child. He can get what he wants with little difficulty. Why should he bestir himself? Here again the urban environment should in fact provide more stimuli. There is greater freedom from the demands of living; there is more time for working out suggestions. There should be time for the child to be alone when he does not depend upon suggestions from his companions; he should not find it necessary to satisfy all of his wants directly from the store. He should spend some time expressing himself through the arts and crafts and experiencing the joy of creating. In the words of the poet, "The world is too much with us." In a very real sense the world can be too much with the child and the importance and joy of originality be lost.

**F**INALLY, THERE IS THE PROBLEM which in a sense overshadows many of the others although it has separate aspects of its own. The urban environment has many things to offer—playgrounds, libraries, motion pictures, recreation centers, in fact, most of the things one needs for joyous living. But a number of studies have indicated that either these devices are not used by children and young people or they are used to no good end. A recent study of the use of libraries, for example, indicates that only about one-half of the young people in the areas having library facilities make any use of the library. What suggestion does this carry for child development? It tends to indicate that with the freedom for choice activities

that comes as man develops his environment there must also come some training in the assuming of responsibility for the wise use of leisure. Our children must be given some insight into the importance of using their free time and energy in activities that are worth while. They must learn to appraise activities in terms of the effect upon their own development. A realization of the responsibility for personal guidance must be our goal.

**I**T WILL BE SEEN THAT at present the educational procedures of our schools and homes fall far short of the development of effective self-guidance. In school the child's time is ordered for him. He is told what to read, he is given assignments, but he is not given the opportunity to select for himself what he will read and what he will study. The result is that he leaves school without having learned how to direct his activities so that they will contribute most effectively to his development. He is given relatively little training in the use of leisure time; he does not feel that as the environment frees him from the sheer physical demands of living he has more and more opportunity to make or break his life. Only by the development of a strong sense of responsibility for self-guidance does it appear that any child can make the best use of the almost untold advantages that an urban environment offers. Only those children who have learned how to choose and guide their activities can adjust and make the fullest use of the urban environment.

But for those children and parents who have developed the responsibility for self-guidance, who have recognized the special problems that the city environment presents, for them there is in the making as rich and stimulating a life as man has ever dreamed. The urban environment offers many opportunities; it also exacts certain demands. Parents and children may well heed those demands.

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*In the spring, on the pavements of the city,  
The little children play marbles, and laugh and shout—  
Their laughter is drowned by the city all about;  
But they laugh back, regardless of the city,  
And clap their hands, and shout.*

—JOHN HALL WHEELOCK

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to attain such a momentum as can hardly be stopped short of pitiful depletion in some particulars.

The National Resources Committee (May, 1938) says: "It is evident that the farm population bears the expense of rearing and educating a large number of children who move to the city just as they begin to be able to repay the cost." The Committee presents data to show that this contribution by the country to the city approximated \$14,000,000,000 between 1920 and 1930. O. E. Baker has estimated that during the past decade the total movement of farm wealth to cities may have amounted to nearly one-third of the gross farm income. It is not only money that is thus given up to the cities. This depletion of resources is reflected in inadequate health facilities, schools, and community services. There has been little research to show the effect upon the city of this munificent gift by the country.

HERE IS THE BEST current statement I have seen describing the social background of the young people who constitute this city influx: "It is well known that the farm family is larger and more stable than the city family. . . . There is one fundamental characteristic of the farm family in that its members have a common interest in the farm as a family occupation and means of support. The family is bound together in a way which does not occur when the occupation is separated from the home. Each member of the family has certain responsibilities connected with the work of the farm and the home. Family loyalties are probably stronger in the farm home, which from its relative isolation forms more of a social unit. The participation of the child in the productive processes of nature, and the fact that the farmer must always

plan his work with a view to deferred awards which will depend upon his effort and foresight, undoubtedly have a very definite effect in character formation . . . Greater stability and personal acquaintance result in a larger degree of social control, for one is more susceptible to public opinion where he is well known by all and in a small community where it is desirable to maintain the esteem of others. . . . As compared with the city, the rural community is relatively much more self-sufficient in times of stress. . . . Another advantage of the rural community which makes its effective integration much more possible, is its concreteness and the direct relations which are possible with all phases of life. . . . The neighborly spirit which has been indigenous to country life, and which has carried over to the city thru its rural immigrant, has been one of the finest assets of American life. In the future the community spirit of the rural community may have the same influence thru the young blood that goes from it to maintain our cities."

THERE ARE MANY PROBLEMS of give and take between city and country almost as fundamental as the one stated in the foregoing paragraphs, a factual basis of sufficiently accepted authority to afford a dependable solution. For example, as eminent authorities as E. A. Ross of the University of Wisconsin and P. A. Sorokin of Harvard University take opposite views as to the selective influence of farm-to-city migration upon the quality of the population remaining in the country.

It seems idle to offer an itemized discussion of city and country interchanges in the absence of sufficient authenticated facts to mark the boundaries of such major interrelationships as characterize population problems. That the gifts of each to the other are all in the family, so to speak, and in some cases, as in the one cited, most unselfishly sacrificial, may be a good point at which to conclude this necessarily too brief discussion.

*It is my dream to have you here with me,  
Out of the heated city's dust and din—  
Here where the colts have room to gambol in,  
And kine to graze, in clover to the knee.*

—JAMES WHITCOMB RILEY

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# Editorial

## An Urgent Call



**I**T is not so many years ago that the nations of the world, ours included, were startled by a call to arms. Gladly or reluctantly they responded. The years that have followed have witnessed far-reaching changes, changes that have mightily affected the course of strong nations.

As we look out upon the world today our nation, insulated by two great seas, seems to be immune to the ills of the old world, and there is a growing feeling that this isolation is an undisguised blessing. It may prove to be the kind of isolation that leads to a sense of security that is unwarranted. We of America have the habit of saying, concerning the mishaps and misfortunes of other peoples, "It can't happen here." We wonder! Our fancied security may prove disastrous to us. When epidemics are abroad caution is the better part of wisdom.

We are witnessing more new and strange disorders and distempers than this old world has known for generations. Along with these strange manifestations we note a lack of balanced judgment, mental poise, and firm decision prevalent everywhere. We have become adepts at experimentation, and the swiftly changing systems common to our life have brought us to a state of mental uncertainty and bewilderment. Society has many doctors and surgeons but few diagnosticians, hence we resort to new and untried remedies for all the known maladies common to our social and economic life with increasing misgivings as to their efficacy.

Throughout the long continued depression, followed by what is commonly called a recession, we have waited with patience for some infallible cure, but without satisfactory results. All or most of our ills are attributed to industrial dislocation, loss of confidence, maladministration in one place or another, and countless other causes.

There is one cause we have not recognized or dealt with, and that is the neglect or abandonment of those strong moral and spiritual qualities which in other

periods have constituted our strength and insured our stability. A moral sag has been a marked symptom in our life. And it has not been local, but general. Any survey of the critical periods through which America has passed makes it evident that the source of our strength and our capacity to carry on has been found in our moral and religious character. We met reverses and survived them because we possessed something greater than material wealth and commercial genius. These recent years we have placed undue confidence in men and mechanisms and have believed that the greatness of the nation resided in what it could produce. In this we have parted company with those who at the beginning directed the course of the Ship of State.

**T**HE HOMES of our people have given little heed to those strong moral qualities without which the nation cannot endure. Mr. Coolidge once said, "We cannot substitute the authority of law for the virtue of man," whereby he evidently meant to say that the laws of a people do not and cannot take the place of or be substituted for the moral character of a people. After all's said and done, it is in the homes of the people that we generate either the vices or the virtues that destroy or make stable and secure the life of the nation.

I cannot think of any combination of influences more potent than that which is represented by an association that comprises parents and teachers. More than all of our other institutions it is in this organization that we find the essential elements of our strength, and the assurance of our security and continuing peace. Greater than all our boasted corporate institutions, this union of parents and teachers, this greatest of all trusts and most legitimate, may prove to be the mightiest factor in restoring to us the safe and wholesome ways by which we shall come to our true inheritance. If this combination which has to do with the most sacred interests of life fails in this time of crisis, we face a future shadowed by uncertainty and doubt. We believe it will *not* fail and that morality and religion will again challenge the glad and ready obedience of a grateful people. The call to sober, serious thinking on these matters is greater than a call to arms.

—THE RT. REV. JAMES E. FREEMAN



# Youth's Money Problems

By SIDONIE MATSNER GRUENBERG

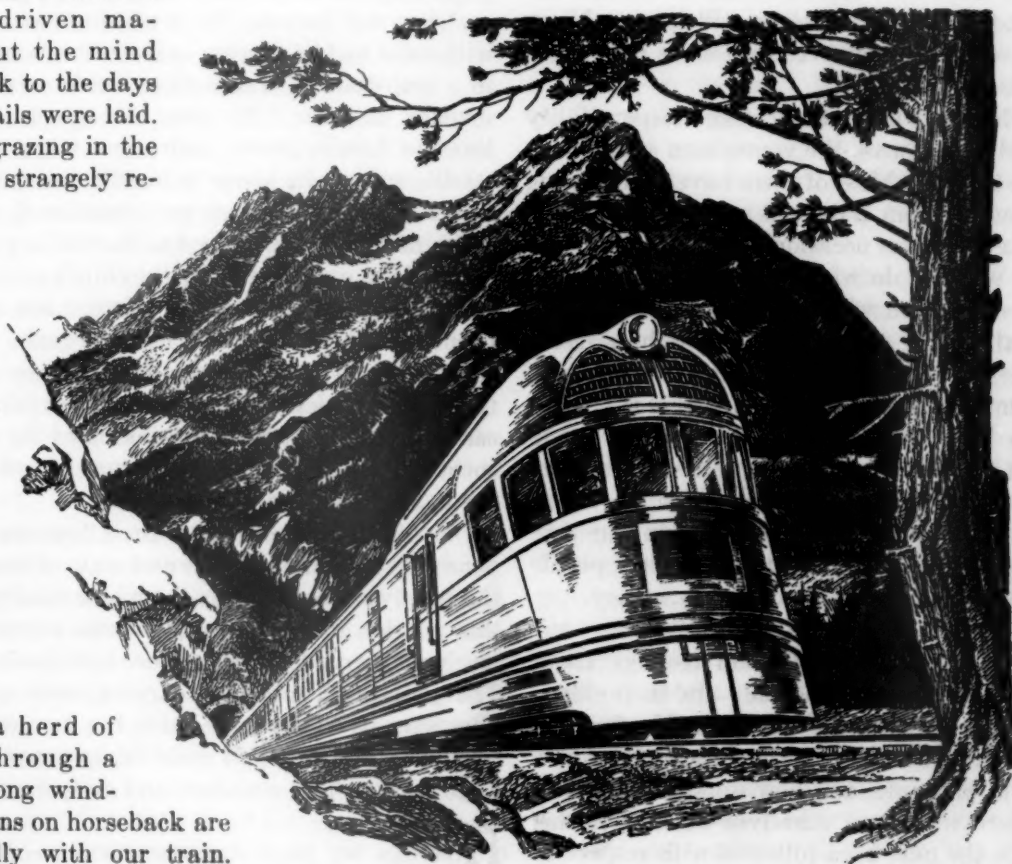
**T**RAVELING across the prairies in an air-conditioned, streamlined train, one sees from the window all the outer signs of present-day civilization. There are shiny cars on straight white roads; tremendous concrete warehouses and elevators in the middle of nothing; power stations, landing fields, a giant stadium surrounded by colonial school buildings; vast fields cultivated by motor-driven machines. But the mind wanders back to the days before the rails were laid. The cattle grazing in the distance are strangely re-

placed by a herd of buffalo. Through a gap in a long wind-break Indians on horseback are racing wildly with our train. On a ridge toward the west, outlined against the sky with the tower of a broadcasting station, winds a long chain of covered wagons.

It was over this prairie, three generations ago, that men and women in covered wagons crossed in months of struggle and privation to the place at which this train will stop after an overnight journey that brings me in fresh and unruffled. Those pioneers of the covered wagon and their descendants built up this new empire in three generations. The present-day descendants of these pioneers who solved so many problems, overcame so many difficulties, endured so many hardships, appear to be as capable as their ancestors, as ingenious, as energetic. It was therefore startling to

be asked by one of these, in all seriousness, whether it would be safe to let his eighteen-year-old grandson go off with some friends on a bicycle tour. The grandson seemed to be intelligent and able-bodied; he was to go off to college in two months more. Why ask? What would the inquirer's grandfather have thought?

We meet this kind of worry about young people everywhere. But it was especially striking in the midst of the material monuments to the achievements of young men and women who, a comparatively short time ago, had gone off on their own to make a new world. It is not so long since such young men and women were establishing families and carrying a full load of useful work. Has anything happened to the pioneer stock? What has become of the initiative and drive and indomitable courage that built this country? The pioneers who cleared the wilderness and built a new empire also developed a new technology and a new notion of decent living.



As a consequence, we have been giving our young people in ever increasing numbers all the advantages that our imaginations and our resources could muster. We have treated our boys and girls like children; and the better their "opportunities," the less resourceful and the less responsible they seem to be. This is especially evident today in the matter of money. Deans and counselors of college students, especially of freshmen, report that maladjustments and difficulties come largely from the handling of money. Boys and girls are for the first time away from home, left to meet a multitude of situations with their own judgment and ingenuity. They have for the first time in their lives a considerable amount of money to manage, with no experience whatever as to its meaning. Again and again a highly intelligent and capable student suddenly discovers that there is no more on hand of the month's allowance, and two or three weeks still to go. Many get into debt—and some starve themselves to retrieve their mistakes.

For this lack of skill and judgment and responsibility in managing their finances, the young men and women can hardly be blamed. Most of them have been getting money doled out to them, a little at a time as a particular "need" or a particular occasion dictated. How were they to learn what to do with money that is not immediately spent? Even where parents have arranged for a regular allowance, this has not always been freely given and accepted, or used under guidance as an educational and maturing experience. And this is not because parents have been lacking in generosity or in intelligence; it is because, as a generation, we have been grossly ignorant regarding the meaning and the implications of money, whether in general or in our own hands. And we have been afraid to give young people responsibility—afraid to let them handle money.

**M**OST OF US STILL HAVE traditional feelings about money that confuse the young people—and their elders, too. For example, we repeat the plausible formula about earning before spending, without recognizing how unsound it is in principle, and how impossible it is in practice. Where would we ourselves be now if this principle had in the past been followed with respect to the thousand items that make up the essence of human needs and opportunities? Suppose you say that nobody shall eat bread until he has baked, nor drink milk unless he has drawn it from the cow?

The child has to be supplied with food and clothing and shelter and various services and experiences, regardless of whether he is now or ever will be able or willing to "earn" or to work. This is true in all human society. Today we simply have several million more young people in this particular situation—through no fault of theirs, and through no fault of their parents. And because these young people are our adolescents, with their own peculiar drives and needs, we have a special problem on our hands.

It is necessary for the adolescent boys and girls to acquire a clear and sound relationship to this instrument we call money, without first waiting to earn any. Some will have had the opportunity to earn money, and some will continue to earn. But it is essential that one understand it and know how to use it whether he earns or not.

**W**HAT IS POSSIBLE TODAY, among those of us who have some choice in guiding our children, some discretion in managing our affairs? We can begin by recognizing that money, whatever else it may be, is inseparable from modern life. While the child in the home, having all his needs provided for him, does not "need" money in the sense in which his parents need money, he does need money in the sense in which he himself needs also paper and pencils, hammer and nails, needle and thread, matches and knives. He needs to become acquainted with coins and banknotes as instruments used by people in a multitude of transactions made necessary by our division of labor. He can, through an "allowance," learn to handle money more and more skilfully and intelligently as he learns to handle more and more.

Yet the allowance, as an educational device, loses its point if it is encumbered with arbitrary controls and restrictions, or is limited by the child's ability to "earn" or to be "worthy." A girl of thirteen was asked by her friend's mother how much her allowance was. "Oh," she replied, "I don't get an allowance any more. I am taking riding lessons instead." The parents in this case were apparently still thinking of the money they spent on the child as in the nature of indulgence, and not in the nature of education.

One of the implications of the allowance—which the young person handles in his own way, of course—is that the family's income is for the whole family to use. In this relation it does not matter who earned it, or how much was earned by one person, how much by another. The individual member, earning nothing, takes his allowance as freely as he takes his food or his school-books or his carfare; all these things are essential parts of growing up into a mature and competent citizen.

**H**OW CAN WE HELP THE ADOLESCENT continue his financial dependence without losing his self-respect, and without injuring his relations to the other members of the family? It is possible for him to accept the "allowance" indefinitely, even when he is old enough to be self-supporting, without feeling that he has to explain his position to others, and without needing to justify it to himself. To attain this end, however, it is necessary that those who supply the funds do actually feel that what the youth does as a student is socially and economically as worthy as anything else he might be doing, to feel that his acceptance of support is morally and economically justified.

We have to recognize that most boys and girls would much rather be economically independent; and we have



to recognize with them that this dependence is prolonged through no fault of theirs or of ours. Recognizing this situation clearly should make it easier for the adolescent to accept a stated amount of money as his share of the family's cash expenditures, and to accept also responsibility in managing it, as a member of the group. We are there to guide and counsel on the basis of greater experience, perhaps; but not to control on the basis of our power to withhold the cash. If we object to some of their plans or conduct, it must be on the basis of some intelligible principle, and by way of such persuasion as we can exercise; but it cannot be on the basis of our authority and by way of pulling the purse strings.

**M**ANY FAMILIES HAVE SUCCESSFULLY met this phase of teaching young people to accept and to manage money. More difficult is the problem of bringing the boys and girls to accept and exercise responsibility. Our prevailing patterns of living do not offer boys and girls much opportunity to do useful work, whether at home or outside. It is through doing useful work, however, through performing actions that are important to others, through meeting engagements, that one learns responsibility. Long before college days, before high-school even, boys and girls can be helped to take part in the activities of the household. The work which the child does at home is his share of the family's total effort to make home comfortable and pleasant for all concerned. Here each one does according to his ability, not according to the amount he consumes. What he receives is in no sense "payment." Remember that paying is not the same as handing over money, although it may look the same.

From a practical point of view it is desirable to let the boy or girl, from early school days on, have as much experience as possible in actually handling money, not only his own allowance but also family expenditures which he can manage by marketing and shopping. His judgment improves at least in part through the mistakes he makes; certain kinds of mistakes can be more cheaply made in the earlier years. As time goes on, the personal spending as well as the shopping for the family should be more completely on the child's own judgment, less and less directed by others. (This view goes against our traditions; but parents will have to

learn to accept it, not only as a good rule, but with the conviction that it is the only sound procedure for our children under modern conditions.)

Before the young person is ready for college he should have been buying his own clothing. Most boys and girls should be able, at the age of fifteen or sixteen, to spend directly most of that portion of the family's income that goes for their personal belongings, and a considerable portion of that which goes for the day-by-day uses of the entire family.

Along with sharing the family's work to the limit of one's ability and opportunity, and along with sharing the family's resources, the growing child needs progressively to share the family's problems and decisions in matters economic and financial. This does not mean that old and young together "vote" in the family decisions. The adolescent should have had a chance to learn what the problems are and on what grounds important decisions are made. Why can't we have a new car—or any car? Why must we put off painting the house this spring? Why does it seem worth while to spend so much money on a new bathroom? In many families there is as much secrecy about money as there was in Mrs. Grundy's family about sex.

**T**HE SOCIAL CHANGES of the past half-century have separated young people more and more from productive work and responsibilities and earning. Having kept these boys and girls from growing up—in the hope of giving them other advantages—we must now adapt our education, at home and in school, to insure the basic and lasting needs. The individual needs not only the techniques for handling the common medium through which we exchange goods and services, and through which we assert power and standing and independence; he needs to have emotional assurances as to his own worth and competence. Merely having money and spending it effectively helps; but that is not enough. An increasingly urgent need is for opportunity to show what he can accomplish, what he can *do* as a member of the adult world.

This issue no individual home can meet today. It is something that confronts our whole people. Here, parents and teachers will have to join with other community groups. Youth is *our* problem.





# The Power of Radio in Home and School

How Make It Constructive instead of Destructive?

By DOROTHEA SEELYE and B. P. BRODINSKY

## How Does the Radio Broaden Children's Horizons?

**T**HE modern living-room is transformed. Through it booms the voice of Long John Silver. The excitement of the eighteenth century Boston Tea Party stirs children in the twentieth. Napoleon speaks from the past of another continent. Scenes of the Orient change couches into divans, geraniums into palms. Nature's secrets stimulate youthful explorers. New worlds of fiction, history, biography, geography, science open up to children right at home. Radio, like books and magazines, is a source of information in all fields of knowledge. But it has a unique appeal too. It entertains while it teaches. It combines music and storytelling, discussion and dramatization. It arouses emotions and stimulates thought.

Radio is also a living newspaper for children.

The short staccato reports and the vivid dramatizations of news give them a picture of modern society and contemporary events they rarely get from daily papers. They hear what the current topics of discussion are. They listen to conflicting points of view. Well-known people step into their homes. The President is not just an awesome figure of state ruling America from the White House. The radio introduces him as a thoroughly real human being who talks to each listener individually.

Children's interests are strengthened and increased by radio. Hobby programs, Boy Scout and Girl Scout broadcasts, young farmers' series, library discussions—all stimulate enthusiasm and activity. Operas, concerts, and musical programs specially designed for an audience of children bring the best music to the least

privileged. Children gain a knowledge and appreciation of music they could not easily get otherwise. Radio makes the world of drama accessible to everyone. Few adults and fewer children get much enjoyment or satisfaction from the mere reading of plays. But radio, within certain obvious limitations, brings into the home and school both the classic plays and the modern dramatizations designed especially for radio.

Radio programs can help to set standards and build up desirable attitudes in children. It is the irony of family life that children are often less impressed by the advice and example of their parents than by that of someone with prestige outside the family. It is exciting to follow "Uncle Charlie's" happy-go-lucky advice over the air about going to bed early. But it is a nuisance to obey one's parents who harp so on the subject. Broadcasts also can demonstrate good food and health habits and de-

**F**OR its radio project for 1938-1939 the National Congress of Parents and Teachers is cooperating with the United States Office of Education in presenting a series of broadcasts, "Wings for the Martins." This series, which will be heard weekly over the blue network of the National Broadcasting Company, 9:30-10:00 P. M., E. S. T., dramatizes the life and adventures of the interesting Martin family. Each month the *National Parent-Teacher* will present an interpretation of some of the problems presented in these broadcasts.

sirable personality traits.

Radio frequently affords profitable and relaxing entertainment and recreation for children. It provides a healthy and constructive way for children to spend part of their leisure time.

## How Can Parents and Teachers Help Children Get the Most out of Radio?

**A**LTHOUGH NOW AND THEN the tastes of parents and children are conflicting, the radio more often arouses mutual interest and enjoyment. Azriel Eisenberg reached this conclusion in his study, *Children and Radio Programs*. A majority of the parents he questioned affirmed that the radio was a source of companionship among all the members of the family.

Where this situation prevails it is easy for parents to guide their children's listening. Family listening makes disturbing parental admonitions about the "proper" programs for children unnecessary. Family discussion highlights the good points of many broadcasts and helps debunk the weak ones.

Radio supplements schoolroom teaching. Many local stations broadcast programs directly to the schools. These can be made an integral part of the curriculum. But if such broadcasts are not available, teachers may correlate with their own courses some of the programs, national or local, heard outside school hours. Like parents, they may encourage students to listen to desirable programs whether or not these are related directly to the courses they give. Some schools publish listings which pupils may take home to guide them.

Both parents and teachers can help children to listen as well as to hear. Margaret Harrison, in *Radio in the Classroom*, suggests that the child's attention to radio should not be entirely passive. There must be activity—either physical or mental. Parents and teachers can use the radio in helping children to think and to discriminate. They are in a position to guide young people—first in deciding what is worth listening to and later in evaluating the merits of what they have heard.

But notwithstanding its usefulness, radio, like any other instrument, is in and of itself neither good nor bad. If it can be effective in the helpful ways described, it also can be and is equally effective in harmful ways. The total number of worthwhile programs available to any one radio set is not enough to fill a child's radio listening time. Parents and teachers have

a double duty—to improve the children's programs already on the air and to increase the number of good ones.

### What Is on the Air?

AN ANSWER TO THIS QUESTION can only be indicated. Local stations, school boards, national network listings, and radio magazines have some information, though most of it is still inadequate. Among the broadcasts for children are those included in the American School of the Air, the Damrosch musical programs, and Ernest Schelling's concerts for children. Other musical programs which boys and girls enjoy are those of the Metropolitan Opera and the Philharmonic Symphony. A group of miscellaneous programs which children frequently listen to includes: Raising Your Parents, Men Who Made America, Our Children, The Cavalcade of America, and the Metropolitan Museum talks. The Office of Education produces two series which appeal to young people as well as to adults: The World Is Yours, dealing with the triumphs of science and industry, and Americans All—Immigrants All, dramatizing the growth of the United States and the contributions of various national and racial groups to its culture. The Script Exchange of the Office of Education sends to educational and civic groups many scripts especially suitable for children. These scripts can be easily produced by any group with limited resources.

Radio is a power that will affect children for good or for evil. To parents and teachers falls the task of harnessing it and turning it into a constructive influence.

### Questions for Discussion

1. What programs heard in your community do you consider suitable for children? If you are a parent, find out what use your school makes of these. If you are a teacher, plan ways of connecting them with the curriculum. Are they more suitable for social studies, science, English, health and safety, music, current events, or entertainment?

2. What programs heard in your community do you consider unsuitable for children? Do children listen to these? Plan ways of helping the boys and girls in your charge to evaluate them and to become more critical.

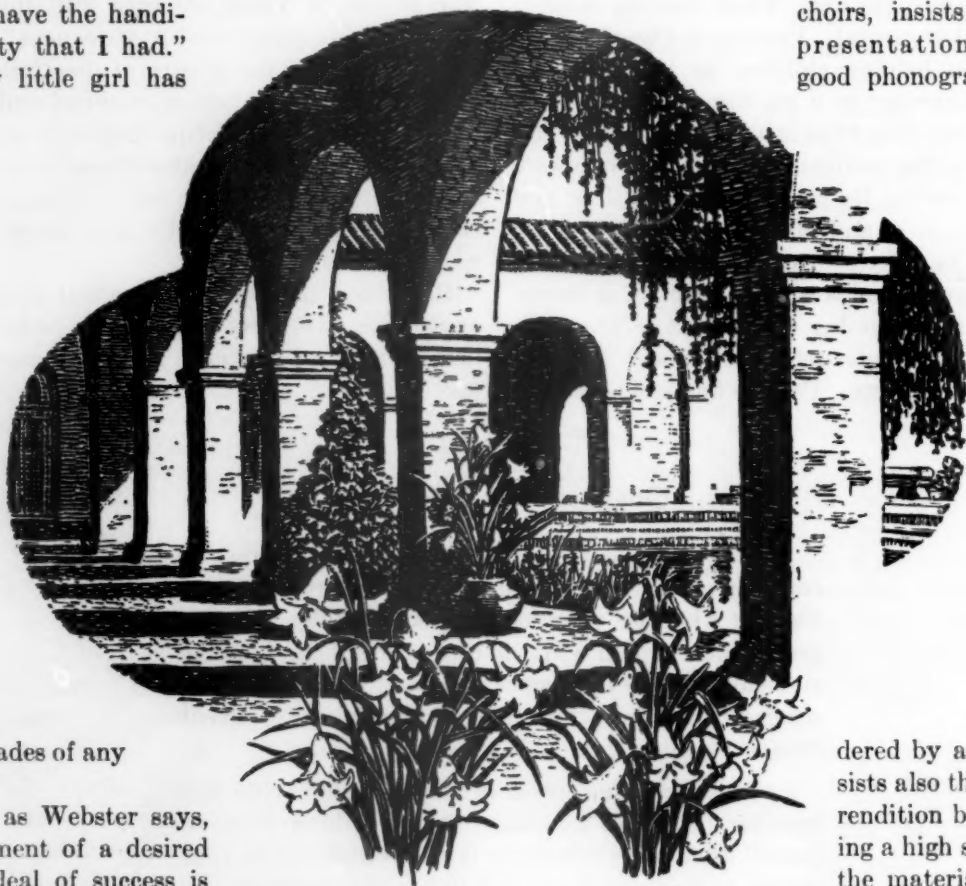
# Making the Most of Success and Failure

BY ANNABELLE POLLOCK

**W**HAT is your ideal of success? Let us call the roll! *Efficiency expert*: "I have learned how to accomplish more in less time." (He does not state what he will do with the time saved.) *Housewife*: "I have always wanted to have my entire house clean at one time." *Public speaker*: "I am 'booked' for more speeches than anyone else in the community." *Father*: "My boy will not have the handicaps of poverty that I had." *Mother*: "My little girl has

When he tries to sing, will you tell him it is fine and will you plan for him to sing over the radio? Or, if he does something that is all wrong, will you tell him not to worry, for it is "all right"?

The circus acrobat does not almost catch the trapeze. The batter may as well miss the ball by a foot as by a fraction of an inch. C. A. Fullerton, who has achieved success with rural choirs, insists that the first presentation to children be good phonograph music ren-



the highest grades of any in her class."

If success, as Webster says, is the attainment of a desired object, our ideal of success is colored by the object desired.

"Gee! I worked 4 percent too hard. I got 79 percent on that test." Is this your estimate of success? Is your performance "good enough"? Are you aiming to "get by"? Is success the performance of many tasks set for you? Or putting in a certain amount of time? Or does it depend upon the mastery of certain skills or the acquisition of valuable knowledge? Or is it merely one step in the right direction?

Perhaps your child has not learned to carry a tune.

dered by an artist. He insists also that the children's rendition be correct, reaching a high standard, though the material be simple.

If a child does not know that two and two are four, do you scold him for not knowing it, or do you teach it to him? If he does not do the dishes well, do you tell him that he is careless or do you show him how to do them? We must know our standards for success in order to make a proper evaluation, to train for success, or to build right attitudes toward success and failure. Do we have an exaggerated idea that those not on top are failures? Or do we accept the contribution of each, realizing that he



may contribute in his own way and with his own abilities? Educators have told us that in every form of learning there is failure. One is not a failure because he has failed once or twice or more. If he fails nine times and finally succeeds, he has accomplished more than if he fails only three times and quits.

**T**HE MAN WHO HAS NOT made mistakes is either a fool or a coward," said James J. Hill. "I have made many mistakes and I shall make many more, but I shall always learn something from them." We succeed or fail because we desire to do something. The only way to avoid failure is never to try anything. Fear is perhaps the greatest preventive of success. We fear to try because we feel that we cannot succeed, or, having tried and failed, we fear to try again. The one who is learning to dive gets himself beautifully poised, leans forward, but draws back in fear. He may make further attempts, drawing back again and again. In final desperation he plunges and makes the dive, imperfect though it may be. Continued effort will help him to become a graceful diver. If he continues to draw back and at last gives up instead of plunging in final desperation, he has failed to accomplish what he set out to do. In all walks of life it is necessary to make the final plunge and to learn from failures or imperfections.

Ten-year-old Martha learned poems readily, getting the thought though not the exact words. In many cases her version spoiled the rhythm and the rhyme. When she was practising one of her favorites for an assembly program the teacher tried to help her. Being a strong-willed child, she did not find it easy to take suggestions and to make changes, but eager to give the poem well she listened earnestly while the rhythm and rhyme were pointed out to her. Then she tried again. "Why," she cried, "it just swings right along that way, doesn't it?" After that she worked with a determination that gave her an increased appreciation not only of these poems but of all poetry with rhythm and rhyme.

Perhaps the reason we do not succeed is that we quit, thinking the fault is in conditions rather than in ourselves, as with the swimmer who stated, "My movements are all right, but the water is too loose." A child may acquire the habit of giving up because he has been placed in situations where the strain is too great. Or he may be given a choice where he has not the discrimination to make a choice, like the proverbial donkey who starved because he was given two bales of hay and could not choose between them. In our attempt to train a child to attack a new task with zeal and with some promise of success, we have often failed to consider his individual needs.

**F**AILURE MAY BE DUE to the fact that the child has not had the opportunity to make use of interests at the proper time. A judge once said of a criminal, "Thirty years ago he should have been stealing second

base in a baseball game." A well-known band conductor used to say, "The boy who blows a horn in a band will never blow a safe."

One who would succeed must master the necessary skills. As the gardener learns to use a hoe, the carpenter a hammer and other tools, so does the student make use of the skills and concepts needed in his work. The child who repeats a grade in school in order to attain a mastery of the skills will probably be more of a success than one who goes ahead with his grade without this mastery and who continues to attempt work for which he is not prepared.

**O**FTEN A RECOGNITION of our failures will help us to see wherein we might have succeeded. We watch for opportunities we may use. As a child, I had tried many times to make the sound "r," but since I did not know the technique each trial resulted in failure. One day, as I noticed my cousin making this sound, I saw her tongue curl. I curled my tongue and tried it. Instead of the customary "ah," I said "r."

Martha, mentioned above, was planning to give her poem for two different group assemblies. She lacked self-confidence. Her first effort was painful to her; she forgot a part, and thought she had failed. When she sat down trembling and jerking, she needed the restraining influence of the teacher's hand. After a word or two of encouragement and suggestion as to what she could do to make it better next time, she was willing to try again. This time she succeeded. "That wasn't so bad," she remarked afterward. "I tell you it takes a lot of courage to get up in front of a group like that." Later when she was chosen for the leading part in a play, she worked determinedly and stated afterward, "I wasn't scared at all. I've given so many poems that I don't mind getting up before a group any more." She was learning the lesson that Goethe tried to teach the man who mistrusted his own powers. Goethe's remark was: "Ach! You need only blow on your hands!"

**H**OW MAY WE HELP children to attain success? Everyone needs a feeling of personal worth. Tasks may be geared to the ability of the child; even the dull or subnormal child can learn some things. We should give these assignments and help him to accomplish them satisfactorily. Contests should be rare and carefully directed and planned so that each child may accomplish something. I could sometimes win in the fat girl's race at the Sunday school picnic, though I would not have had a ghost of a show in a regular race. The child who is taught to take the next step and to keep his own record will accomplish more than if he is compared with others who always win.

We are judged not by how hard we have worked but by what we have accomplished. A child may be trained to see the task assigned, make a place for it in his schedule, finish it, then start another task. If

he would form the habit of decisiveness, we must give him a chance to choose and then hold him responsible for his own decision.

The best antidote for a grumbler who complains about the things he is made to do is to give him an opportunity to make a decision for himself, in this way helping him to see that life is made up of alternatives, that he either does a thing or does not do it. Edna kept so many things in her desk at school that she had difficulty in finding what she wanted. At the teacher's suggestion that she take home what she did not need, she pouted, insisting that she needed all of them. Thereupon the teacher gave her the responsibility of deciding what she could take care of. She has since shown an interest in putting away and getting out materials readily.

ONE WHO DECIDES FOR HIMSELF often learns to do things he does not like to do and to do them without grumbling. Trotty Veck, in one of his little books of cheer gives us this bit of philosophy:

"Why were the saints saints? Because they were cheerful when it was difficult to be cheerful, patient when it was difficult to be patient; and because they pushed on when they wanted to stand still, and kept silent when they wanted to talk, and were agreeable when they wanted to be disagreeable. That was all."

What is the place of failure or success in life? Morgan tells us: "It makes little difference whether one is at the top or the bottom, whether he is climbing up or sliding down, so long as he is alive to the situation and maintains his control and poise through it all." Defeats and victories are, after all, only part of the game, passing incidents. Neither a failure nor a success is the end. One who would stop with success has opened the door to failure. More men are failures, perhaps, because they have succeeded than because they have failed. Each failure or success is a step toward the goal which must ever be kept in mind. Doing easy things first, moving up one step at a time, builds the habit of success which begets faith, while the habit of failure often leads to boasting. A young man who was considered "cocky" by his co-workers finally gave the key to the situation when he expressed this attitude: "You know I have no real ability, so I have to bolster myself up." When shown how to evaluate and to make use of his own abilities, he gained confidence where he had hitherto had conceit, developed more interest in his work, and made friends more easily.

WE NEED NEITHER to be overcome by failure nor spoiled by success. Since we have learned that society disapproves of failure we try to avoid it. Too often the emphasis is placed on the approval or disapproval of others rather than on the achievement of the goal. An objective appraisal of the task may lead one on to higher fields, but one who thinks too much of what

others will think is inclined to set up an alibi, "This isn't in my line"; to make excuses for himself, as Rip Van Winkle, who for every drink said, "Well, I won't count this time"; or to blame someone or something else, "This example won't come out right." These attitudes destroy the chance of reform or of improvement. Suppose we are placed in a situation which presents a problem with which we feel we cannot cope. Shall we take a defeatist attitude, or refuse to act, then excuse ourselves, or shall we accept the challenge given by Kunkel, "Do not lament over the dilemma, but act, even at the risk of making mistakes or of producing crises."

What may we, as parents and teachers, do to help children develop the right attitudes toward success and failure? Perhaps the first step is to be sure that we have the right attitude toward our own successes and failures. If failure incites us to look for the causes and to remove them, we are attacking our problems in an objective way. We may ask ourselves, "What is wrong? Why is it wrong? What shall I do about it? If this brought failure, what would bring success?" A sense of humor will often take the sting out of defeat and help us see ourselves as others see us. If we can take life seriously but not ourselves, we may be able to look at our mistakes in the spirit of this remark: "Don't worry if you make a mistake in etiquette. Others won't mind. In fact, they'll rather enjoy it."

BUT THE CHILD IS NOT MATURE and cannot be expected to assume all of these attitudes at once, even though it is a help to him to see them exemplified. He needs sympathy. If you have tried to learn to play a new game with others who already know the game, or if you have tried to serve a ball in volley ball or in badminton and have felt that you were awkward and that you bungled it, you will better realize the child's need of understanding when he is trying to learn fractions or to make a cake or to clean his own room. We must consider his personality with its possibilities and its limitations. Elise Martens, writing in the *National Parent-Teacher*, gives us the following key to individual differences: "Consider the Martins, for example. Barbara is reticent toward strangers, while Jimmy makes friends easily. Jimmy has made brilliant records at school, while Barbara's progress has been much less spectacular. Patricia is a born manager. Dicky has exciting outbursts of temper."

Every child may be helped in his adventure in successful living. But whether he succeed or fail in each step of the adventure, let us train him to make decisions, to accept the responsibility for them, to appraise results objectively, deciding how to change failure to success, to look forward to further goals, and to adopt the philosophy: "Where do we go from here?"



# Guiding Principles



**THIS** is the eighth of a series of discussions which will interpret basic principles and fundamental policies for parent-teacher associations as adopted by the National Congress of Parents and Teachers. The Vice-presidents of the National Congress will contribute the articles in this series. It is hoped that through the practical application of these principles the local association will find help in achieving the purposes and aims for which the parent-teacher association exists.

## Cooperation of the P.T.A. with Other Organizations and Agencies

**I**T IS the unique function of education in a democracy to prepare the oncoming generation to live successfully in a democracy."

With these words teachers and educators all over America have started the thinking and initiated the action which have given to parent-teacher principles and activities an enlarged responsibility and a new direction. To achieve this end it is imperative that the parent-teacher association not only maintain all its acquired techniques in cooperative endeavors, but also develop new skills in cooperation—that it face its tasks and meet and solve its problems in terms of modern, social cooperation with other groups and agencies.

Since its earliest beginnings the parent-teacher movement has exemplified the principles of cooperation. Within the organization itself the basic principle of its work—tying home, school, and community together—has been the coordinating of all effort looking toward the welfare of children and youth. All the human relationships within the group—child to family and to school; teacher to parent; parents to each other and to the adults in the community—all these have demonstrated some phase of cooperative and social endeavor.

*for*

## PARENT-TEACHER ASSOCIATIONS

Equally significant and perhaps more difficult to accomplish has been the effecting of creative social cooperation with other agencies that are at work in the community.

Cooperation means, literally, working together, and "to cooperate" is to act jointly with one another or others to the same end. If we are to act jointly "to the same end," who chooses what the end shall be? This is not as difficult as one might think, for parent-teacher people have chosen with care the goals they pursue and those goals are clearly set forth in the "Objects."

**W**HEN the parent-teacher organization is asked to cooperate with an agency or organization, the first test should be: Will this further our objects? If it will, cooperation can be considered. Too often offers of cooperation are made, not to promote the broad program of our organization, but to promote some particular project of the other agency or organization. Naturally, the parent-teacher group must always avoid opening its doors to the propaganda of other organizations, even those with which the group may happily cooperate in some phases of joint endeavor. The association must always be alert to the legitimate and desirable uses of the relationship into which it has entered. The prevention of possible abuses is the responsibility of the parent-teacher association. The association must also wisely direct and control any cooperative program within the association so that the vigor and the strength of the outside agency may not throw out of balance the already established and unified program of the association. With the "Objects" as our trustworthy measuring rod we can readily avoid these blind alleys of activity in which we could so easily find ourselves were we to follow the will-o'-the-wisp of every offer of cooperation.

Cooperation with other agencies varies with the interests of the parent-teacher group, the number and kind of organizations in the community, the willingness of the other groups to undertake coordinated activities, the bylaws and regulations of each of the groups involved, the urgency and importance of the ends in view. Cooperation may be simply an interchange of information, a pooling of resources and materials; it may involve the adjusting and modifying of a program already under way; or it may mean the undertaking of new and joint endeavors and activities not previously a part of the established program.



P. T. A. leaders have endeavored—

To promote the use of the services of agencies in the community having interests closely allied to those of the parent-teacher group.

To secure from these groups, as well as to give them, such cooperation as best serves their mutual interest.

To keep clear of any relationships which are subversive of the purpose of the parent-teacher organization, and to avoid relationships in which the organization might be used for commercial, partisan, sectarian, or selfish advantages.

To establish and maintain attitudes of confidence and wholeheartedness in cooperative relationships with selected community agencies.

**A**S WE LOOK OVER the field of agencies and organizations with which the parent-teacher organization cooperates, it will be found that they divide themselves into three general classifications: those that are official, those that are professional, and those that are lay organizations.

The official agencies are public and tax-supported and have been established to serve the people. To these the parent-teacher members are entitled to look for information and for certain types of service. Most familiar to parent-teacher branches and units are the departments of health—Federal, state, and local—and the divisions of public education, beginning with the local school administration, proceeding through to the institutions of higher education, and on to the U. S. Office of Education. Like services and types of cooperation present themselves in the official agencies of social welfare, from the local children's court and welfare commission on up to the U. S. Children's Bureau. We as taxpayers and voters have established these agencies. We use their services and make our contribution to the partnership through widening the sphere of public understanding of their functions. We become aware of their financial needs, and year by year through legislative programs, national and state, special attention is given to the adequate financing of these agencies which play so large a part in safeguarding the children and youth of modern society.

**T**HE PROFESSIONAL AGENCIES represent through their membership scholarship, intensive and extensive training, and authoritative research. We go to the professional groups—education, health and social welfare—for advice and assistance in specialized fields; we go to them for leadership in carrying through many of our objectives in child welfare. Many of our projects have come into being through this cooperation with professional agencies. The mutual or joint thinking and planning of a cooperating group can solve problems that no member of the group can solve unaided; and the combined powers of the group can put plans into effect which no member of the group can carry out

alone. Studies in school administration, curriculum revision, and other problems in education are made available to us by professional groups of educators. On the other side of the ledger, we have contributed to this partnership a growing understanding on the part of the public of the present problems confronting educators and school administrators. Upon such cooperative endeavor does the progress of the parent-teacher movement depend.

**T**HE LOCAL PARENT-TEACHER ASSOCIATIONS in their immediate communities also find opportunities for enriching their service to childhood and youth by wisely chosen cooperative relationships with official and professional agencies.

One of the difficult lessons parent-teacher associations must learn as they carry forward special projects in education, health, and social welfare is to refrain from competition with established official agencies. We make a demonstration of a needed service and so blaze the way for the ultimate establishment of that service on a professional and official basis. This done, we should withdraw and give our energy to the study of needs not yet provided for. If the special school levy is to pass, if the health nurse is to be provided for in the county budget, if the juvenile court is to have well-trained probation officers, many citizens will need to believe in these things and work for them.

**O**UR "OBJECTS" not only define our sphere of activity as that of child welfare; they proceed to set forth a broad program of varying types of child welfare interests. Our pathway is clear-cut, as clear-cut as that of a knight who once set out on a long journey to seek a sacred chalice. He pursued his way, overcoming many obstacles, but eventually his path led him through a region of darkness and he was uncertain which way to turn. Then he saw another journeying this way who had a torch, and he joined with the pilgrim so that the light of the torch could make clear the way for both. And the torch bearer was glad, for he had no armor and the strength of the knight added to his strength. And the sword of the knight and the torch of the pilgrim brought success and safety to both, and they came at last to their goal.

Like this knight of old, we too can travel safely and far if we close our ears to beguiling voices that would lead us into byroads, and join only with those who are truly traveling our way and seeking the same goals, for there is great importance as well as untold value in cooperative relationships with agencies and organizations whose activities parallel those of the National Congress. These reciprocal relationships with agencies whose purposes are in keeping with parent-teacher purposes are an important phase of parent-teacher work, and effort should constantly be made to stimulate and broaden this cooperation.

—VIRGINIA MERGES KLETZER.

# Books In Review



**UNFORGOTTEN YEARS.** By *Logan Pearsall Smith*. Little, Brown and Company, Boston. 1939. 296 pages. \$2.50.

**U**NFORGOTTEN YEARS is an autobiography, starting as most autobiographies do with somewhat of a genealogy, but enlarging it with a thoroughly fascinating account of various family occupations and interests which forms a good background for the author's account of his life and of his more than fifty years of conscious effort to "coin his own experience into enduring metal."

How well he has mastered the art of facile and expressive prose, which he thinks should please both eye and ear, and how simply and yet clearly he is able to draw character and to portray and evaluate experiences, the book shows. Unobtrusively and charmingly it analyzes the steps which made the writer; adroitly it shows a progressive comprehension of the meaning and particularly the value of culture," as bestowing a kind of distinction upon its possessors." Unconsciously through his family, his friends, and his environment and consciously through his own growing powers of discrimination, he gained an understanding of social differences, of social superiority, and of what would further his own taste and culture.

As for European culture in particular, the whole Smith family had "provincial aspirations for a world fairer than the world we lived in," and made many "jaunts" to Europe. It is no wonder that Logan finally remained in Europe, where his writing has been done.

He confesses to mild cases of snobbery, even as a child. "I treasured up boasts with which to impress the boys at home," he writes of his first trip to England. And later, speaking of his life as a student, he says, "What mortal is happier after all than the complacent, self-satisfied, self-applauding prig? Of his *Trivia* he writes that it was especially popular in France, observing none too modestly that "across the channel there is more appreciation than on this side of originality in writing."

But he is original, and we can forgive him for knowing it. He shows us ourselves in many ways—that is

his avowed purpose. "Books," he says, "hold up a looking glass before our eyes in which we see our own faces."

From his Quaker background he retains expressions which appear now and again in the book—for example, "If the spirit moves me," "The children of light are alone in this world." But he did not learn, as he could have done through his Quaker family or friends, the importance of the individual, the good in every man. It remained for Walt Whitman, an intimate friend, to whom he devotes a whole chapter of the book, to teach him that "all men and women of whatever race or class and in whatever state of degradation were all of them not worthless and no-account but lovable, and mysterious, and divine."

Perhaps the unfortunately intense and abnormal religious experience which came to him as a child of seven gripped him too strongly. He considered his release from that experience some time later as a real escape, and with its going seems to have gone his consideration of God as part of his life. It may have been that his father's ultimate lack of faith contributed to this. His mother continued to write religious books as long as she lived.

His childhood, however, was an exceedingly happy one. He writes of his grandfather, "To tuck a happy childhood under a child's jacket was the principle which my mother's kindly father often preached as the best preparation for happiness in future years." He visited the "unfrequented" library where his uncle was librarian, getting his first feel of ancient volumes; he visited Maine, California, the Adirondacks; he played with happy cousins.

One of these cousins, Carey Thomas, later president of Bryn Mawr College, "opened a window" for him and gave him a glimpse of a life of his own, away from the glass bottle business for which family tradition destined him and which he found hateful as a young man after a short time in one of the family warehouses.

With the help of his mother and sister, he wheedled a grant of money from his father upon which he lived comfortably and alone, for thirty years, as a student at Balliol College at Oxford, as a practising writer in Paris and Dresden, and as an author of delightful prose in Sussex.

He says he disliked "second-rate or dull people" and did not associate with them. Truly many famous men and women of arts were his friends in this country and abroad: Whitman, Rossetti, William and Henry James, Pater, Whistler, and Edith Wharton. It was upon Mrs. Wharton's yachting party on the Aegean Sea that he wrote *Unforgotten Years*.

—HELEN T. BINFORD

**YOUR EXPERIMENT IN LIVING**, by *Michael A. Cassidy, M.D.*, and *Helen Gay Pratt*. Reynal and Hitchcock, Inc., New York. 1939. 153 pages. \$1.75.

**N**O PHYSICIAN in the fifth decade of his life can adequately review this book, for the two reasons that he is a physician and that he is in his fifth decade. The only proper review of this book is a review by one of that group in the later years of adolescence for whom it is written. Only they can decide whether it is truly a helpful book.

From the viewpoint of a reviewer who hopes that he has not forgotten when he was young, it seems to be a very useful and helpful book. The authors presuppose a great deal of knowledge on the part of the reader, and that is where the physician-reviewer finds it difficult to evaluate such chapters as the ones which deal with the development and structure of the body. The physician has the necessary background to interpret this chapter, but there may be room for

doubt as to whether all readers will have such a background or will be willing to get it. On the other hand, serious-minded young persons who read this book will probably be willing to go as much farther as necessary to get a background for its comprehension and interpretation.

The book is written in a sympathetic, understanding fashion. It recognizes and evaluates the problems of adolescence, fully aware that they are much larger than the more restricted phases of the sex question—that they embrace problems of personality, outlook upon life, the institution of marriage, getting along with one's family, and applying scientific knowledge to the development of a healthful body and personality. Recognizing the vital influence of religion in the life of the adolescent, the authors have refrained from suggesting any creed, stating that they "have not neglected but deliberately omitted this subject . . . the creed of each reader should temper his personal interpretation of the book."

They have wisely advised the reader that "your experiment in living, unlike any scientific experiment, is unique . . . you can get help and guidance—you cannot escape the strong influence exercised by your society—but you alone determine the final result."

While this book is written for the later adolescent, it might with propriety be recommended for reading by the parents of those for whom it is intended. The wise counsel which it contains relating to parental interest in the adolescent, which is sometimes resented, will be much more effective in families where there is understanding and affection rather than conflict and antagonism between the adolescents and their parents.

—W. W. BAUER, M.D.



# The Family in a Democracy

## PARENT-TEACHER STUDY COURSE

IN AN attempt to meet the needs of our day, the *National Parent-Teacher* presents as its Parent-Teacher Study Course for 1938-39, "The Family in a Democracy," outlined and directed by Dr. Ada Hart Arlitt, Chairman of the Committee on Parent Education for the National Congress of Parents and Teachers. The course is based on eight articles which appear monthly, September to April, in the *National Parent-Teacher* magazine.

### The Forward Stretch

By ERNEST R. GROVES  
(See Page 13)

#### I. Pertinent Points

1. There are three trends that stand out as characteristic of home life in the United States: emphasis on self-initiative, the desire of parents to advance their children, and cooperation between parents and children.
2. "No democracy can exist that does not have as its support vigorous individual families. On the other hand, any despotic government will find such a type of home life a constant menace to its power." (Groves)
3. Progress in family life can come only as a result of the influence and constructive work of every American family. The government can aid only when it has the full cooperation of the families who live under its jurisdiction.

#### II. Questions to Promote Discussion

1. What are some needs of the modern American family?
2. How can living conditions be made better for all citizens in a democracy?
3. What are some ways in which parent-teacher associations can help in the development of democratic undertakings in every community?

#### References

1. "What Modern Society Expects of the Child." Eduard Lindeman, in *Parent Education Fourth Yearbook*.
2. "Education for Citizenship in a Democracy." Walter Millard, in *Our Homes*.
3. "The Changing Family in a Changing World." Paul Popenoe, *National Parent-Teacher*, June-July, 1938.
4. "From Childhood to Adulthood." Douglas A. Thom, M.D., *National Parent-Teacher*, June-July, 1938.
5. "Education for Self-Realization." George D. Stoddard, *National Parent-Teacher*, February, 1939.

#### ARTICLES IN THIS COURSE

NEW STANDARDS FOR FAMILY LIVING  
THE CHANGED HOMEMAKER  
THE CITIZEN IN THE NURSERY  
THE CITIZEN GOES TO SCHOOL

SOON WE'LL VOTE  
WHOSE QUARRELS ARE THESE?  
PROJECTS AND PURPOSES  
THE FORWARD STRETCH

# Our Contributors

**F**OR many years **DR. ERNEST R. GROVES** has been concerned with the major social problems of family living and the home. Professor of sociology at the University of North Carolina, he has made a valuable contribution to the better home of the future through his teachings and his writings. The authority of Ernest Groves to speak for the family and society in this month's parent-teacher study course is well known and respected by parent-teacher people.

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**DR. EDWIN A. LEE**, now professor of education at Teachers College, Columbia University, began his outstanding work in vocational education as supervisor of music and industrial arts in the California schools. Since 1936 he has been director of the National Occupational Conference. Dr. Lee is also a member of the White House Conference on Child Health and Protection.

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Writer, lecturer, and one of the most earnest workers in the field of child study, **SIDONIE MATSNER GRUENBERG** has been director of the Child Study Association of America since 1921. She has done much significant work in the furtherance of child welfare. Among the books from her pen are *Your Child, Today and Tomorrow* and *Sons and Daughters*.

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We are pleased to welcome again **DR. RALPH H. OJEMANN** of the Iowa Child Welfare Research Station. He is a recognized authority on child study and parent education, and is actively engaged in helping parents to an understanding of their children and of themselves.

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**BESS NAYLOR ROSA** is on the staff of the Woman's College of the University of North Carolina as field worker in adult homemaking and parent education for the home economics department. The mother of four teen-age children, Mrs. Rosa writes from intimate knowledge of the difficulties in the rearing of children that arise daily in the average home.

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**DR. WALTER E. MYER** spent a number of years in teaching history, economics, and sociology in high-

schools and colleges. In 1925 he established the Civic Education Service in Washington, D. C., and founded its weekly publication, of which he is the editor. "The Promise of Tomorrow" is based upon his book of the same name.

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Professor of rural and general sociology at Western State Teachers College, Kalamazoo, Michigan, **DR. ERNEST BURNHAM** has studied rural education and sociology in forty states of the United States and in six countries of Europe. His vast experience includes also three years as editor of a county weekly and five years as a county superintendent of schools.

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**ANNABELLE POLLOCK** is supervising critic in the intermediate grades at Iowa State Teachers College and has had many years of experience in both rural and graded schools. All who are charged with responsibility for the guiding of children will find valuable counsel and help in Miss Pollock's practical suggestions.

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**HELEN T. BINFORD**, former secretary of the National Congress of Parents and Teachers, and **DR. W. W. BAUER**, director of the Bureau of Health and Public Instruction of the American Medical Association, contribute this month's book reviews. The editorial is written by the **RIGHT REVEREND JAMES E. FREEMAN**, bishop of Washington. **MRS. WILLIAM KLETZER**, a vice-president of the National Congress of Parents and Teachers, presents the eighth article of our series on the Guiding Principles for parent-teacher associations.

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"The Power of Radio in Home and School" was prepared in the Radio Division of the Office of Education, U. S. Department of the Interior, by two research assistants, **DOROTHEA SEELYE** and **B. P. BRODINSKY**.

